DOCUMENT RESUME

ED 113 659 CG 010 163

TITLE	SECUSSA [Section on U.S. Students Abroad] Sourcebook: A Guide for Advisors of U.S. Students Planning an Overseas Experience.
INSTITUTION	National Association for Foreign Student Affairs, Washington, D.C.
SPONS AGENCY	Carnegie Corp. of New York, N.Y.
PUB DATE	Apr 75
NOTE	95p.
AVAILABLE FROM	National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	College Students; Cultural Differences; *Foreign Countries; *Guidance Services; Guides; Higher Education; *International Programs; Program Coordination; Program Development; School Orientation; *Student Needs; *Study Abroad; Workshops

ABSTRACT

This sourcebook is the result of a week-long conference of about 50 "Study Abroad Advisors" held in 1974. The workshop and the sourcebook are the first steps toward professionalizing the field of advising U.S. students who wish an overseas experience. The sourcebook is designed as a complement to the Council on International Educational Exchange's guidelines on developing campus services for students going overseas. The sourcebook discusses the purpose of studying abroad, the roles of the advisor as they relate to the student and university administration, various details on overseas programs, the role of language in an Experience Abroad, program evaluation and transfer of credits, financial aid, orientation for U.S. students before departure, and personal and academic readjustment after returning from abroad. Finally, the book ipcludes appendices which list the names of the workshop participants, important addresses, additional sources of information on travel and work abroad, and various other guidelines and materials that were used in the workshop. (SE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED113659

SECUSSA SOURCEBOOK

A Guide for Advisors of U.S. Students Planning an Overseas Experience

published April, 1975

© The National Association for Foreign Student Affairs

Please Order From
The National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

NAFSA

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

CG 010 163

ACKNOWLEDGEMENTS

This book was made possible, in large part, by funds granted by the Carnegie Corporation of New York. The statements made and views expressed are solely the responsibility of the authors.

We would also like to thank Educational Programmes Abroad, Brighton, England for its support of the Workshop and the **Sourcebook.**

Last, we would like to express our appreciation to the faculty, staff, and students of the Experiment in International Living and the School for International Training, Brattleboro, Vermont, who lent us their campus, their knowledge, their time, and their hearts for the SECUSSA Workshop.

Without each of these people there would never have been a Workshop and there would never have been a **Sourcebook.** We thank you all.

PREFACE

It is easy to say that the **Sourcebook** is the result of a week-long conference of Study Abroad Advisors held in Vermont in December of 1974. But that would be only the end.

It is equally easy to say that the conference came about through a series of efforts by individuals and NAFSA as a whole culminating in the successful grant proposal to the Carnegie Corporation. But that would be only the beginning.

It is the middle that is important. In the middle are fifty people from across the country, a group of dedicated staff from The Experiment, and a strong belief in international education. Those three elements, when mixed, created an exciting group dynamic, and a unique group learning experience. As a result, the process involved in the writing of the **Sourcebook**, and not the finished product, became the important factor. All of us who were involved in the Brattleboro experience are grateful for having shared such an unusual opportunity and for having been selected as the pioneers in developing a sourcebook for study abroad advisors. The Workshop and now the **Sourcebook** are the first steps toward professionalizing the field of advising U.S. students who wish an overseas experience. The **Sourcebook** is designed as a complement to the Council on International Educational Exchange's **Guidelines on Developing Campus Services for Students Going Overseas**, and is in no way intended to represent the final word for study abroad advisors. There is room for, and need for, constant re-evaluation and change in the book. That task will go to the second SECUSSA Workshop participants.

Suggestions for revision of the **Sourcebook** should be mailed to The Chairperson, The Section on U.S. Students Abroad, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009.

Judy Frank
Sourcebook Editor

TABLE OF CONTENTS

Acknowledgements 1
Preface 3
Introduction
"Why Are We Here?"
Keynote Address to the First SECUSSA Workshop
by John A. Wallace 7

I. The Student: Why Study Abroad? 11
Further Sources of Information 12

II. The Roles of the Advisor 13
The Advisor's Role as it Relates to the Student 13
Responsibilities in the Advising Process 14
Publicizing the Office 15
Recruiting Students 16
The Advisor's Role as it Relates to the University and Administration 16
Institutional Considerations 17
Administrative Location 17
Communications 17
Funding 18
Sample Office Descriptions 19

III. Overseas Programs 21
Traditional Programs 21
U.S. College/University Sponsored 21
Non-College/University Sponsored 21
Direct Enrollment in Foreign Institutions 21
Universities Chartered Under Government Regulations 21
Non-University Institutions 21
Sources of Information on Traditional Study Opportunities Abroad 21
Recent Developments in Study Abroad Programs 24
Independent Study 24
Overseas Field Study 24
Suggested Reading 24

IV. The Role of Language in an Experience Abroad 25
Definition of Language Rating Scales of the Foreign Service Institute, Department of State 26
Sources of Information and Materials for Language Learning 28

V. Program Evaluation and Transfer of Credits 30
Evaluation of Programs 31
The Transfer of Credit 32

VI. Program Development 34
Reciprocity 35

VII. Financial Aid 37

VIII. Orientation for U.S. Students 40
Why Pre-Departure Orientation? 40
Objectives of Orientation 40
How to Do It 41

Specific Models 42
Basic Survival Orientation 42
Two to Three Day Orientation 43
Long Term Course 44
Resource Persons for Intercultural Workshops and Orientations 45

IX. The Return 46
Personal and Academic Readjustment 46
Personal Readjustment 46
Academic Readjustment 46
Some Suggested Solutions 47
The Student's Evaluation 47
Student Evaluation of the Program 47
Student Evaluation of Personal Achievement 47
Technical Problems in Acquiring Academic Credit from the Home Institution 48
General Considerations Regarding the Reintegration of the Returned Student 48

Appendices 51

1. SECUSSA Workshop Participants 53
2. Important Addresses 54
3. Sample Index Card System, University of Tennessee 55
4. Additional Sources of Information on Travel and Work Abroad 56
5. Further Sources of Information on Graduate Opportunities Abroad 57
6. "Independent Study Overseas", John A. Wallace 59
7. "Learning How to Learn through a Cross-Cultural Experience", John Duley 65
8. "The Role of Language in an Overseas Experience", Alvino Fantini 68
9. Checklist of Basic Questions for Evaluation of Programs Abroad 70
10. Program Evaluation Form Samples
    A. Outline of On-Site Evaluation Interview with Program Director 71
    B. Outline for On-Site Evaluation Interview with Host University and/or Adjunct Faculty 74
    C. Outline for On-Site Evaluation Interviews with Student Participants 75
11. Guidelines in Developing Foreign Study Programs 77
12. Release Form 79
13. "Guide to Cross-Cultural Training: Goals and Resources," Charles MacCormack 80
14. "Seven Concepts in Cross-Cultural Interaction: A Training Design", Ted Gochenour and Anne Janeway 86
15. "A Guide to Designing an Exercise", Claude Pepin and David Sanford 90
16. "The Place of Film in an Orientation", Howard Shapiro 91
17. "Evaluation Strategies for Students in Study Abroad Programs", Howard Schumann 92
18. Guidelines for an Undergraduate Student Questionnaire on Overseas Program Experiences 95

INTRODUCTION

WHY ARE WE HERE?
Keynote Address to the First SECUSSA Workshop.

JOHN A. WALLACE
December 5, 1974

I would like to start with a little bit of history. We need to go back to the nineteenth century to see the beginnings of why there is a NAFSA, why there is a SECUSSA, why there is an Experiment in International Living. In the period of Longfellow, George Ticknor and Emerson, the cachet of an educated American was a foreign educational experience. The *wanderjahr*, the year at Stuttgart, the year at Heidelberg, the year in Paris marked you as an educated man. You might have a B.A. from Harvard; the important thing was, who had the year of study in Western Europe. There lies the beginnings of why we are here.

That movement continued during the nineteenth century, but did change character rather markedly toward the end of the century. Whereas in the early and mid-part of the centruy the whole emphasis of the European year had been the broad liberal education to make you literally a "better human being", in the last third of the century the movement became much more technically centered. If you really wanted to study medicine and if you could afford it you went to Europe. If you wanted to study physics, chemistry, biology or any of the sciences, you went to Europe, I suspect that had it not been for World War I and II that condition would still exist.

But much of the tremendous educational wealth of Western Europe was destroyed in those two wars. And what country moved in to take the place in Europe? The United States! Since World War II the balance of educational migration has tipped in a westward direction. **Open Doors**, the annual summary by IIE, reports 150,000 recorded foreign students in the U.S. and I doubt that IIE can identify all of them. This compares—and again I quote **Open Doors**—with a reported full-time total of 60,000 U.S. students overseas.

The movement is still heavily inward, but since about 1930, there has been an increasing flow in the opposite direction, as you are well aware, or you would not be here. The first programs, of course, came from the triumvirate of Smith, Sweetbriar and the University of Delaware Junior years abroad, designed exclusively for language majors in French, German, Spanish and perhaps a few in Italian. Almost parallel to the early days of the nineteenth century, the character of the early twentieth century student movement was essentially a humanistic one. A select few acquired polish and great social prestige from their junior years abroad. Changes came rapidly, however, through the late forties, early fifties and well into the sixties. Tens of thousands of young Americans—language majors, yes, but also students interested in the arts, economics, political science, physics, psychology and many other fields, each year secure their passports and move abroad. A vast number go exclusively in the summer. But larger numbers are beginning to go at other times of the year and they are the ones about whom we are concerned during the next six days.

There are a number of reasons, of course, for this literal explosion of overseas programs in American institutions. First, and obviously, the students ask for it and want it. We have a habit in the U.S. of giving children their wishes. Secondly, of course, we have the influence of the returned Fulbright scholar, the professor who comes back to the campus after having had a year of teaching in Perugia and who, after being home for a couple of years, sits down with his wife and says, "Wouldn't it be nice if we could only go back and spent another year in Perugia?" She replies, "Yes, Charles, but how can we afford it?" Thus is born Middletown State College Program in Perugia. I've seen it happen, I would guess, more than a hundred times—a program starts because an ex-Fulbrighter wants to go back and be in touch

with the mother lode again. He goes, and the students pay his way.

Then there is the business manager's approach to foreign study programs. "Wouldn't it be nice if we could send some students overseas in September and bring them back about the first of February to fill the beds of the mid-year drop-outs?" This is a healthy influence on college budgets and it is a motivation that many share.

Next, I think there is a tendency on the part of many institutions to be in vogue, abreast of the trends. "We must have an overseas program in order to be competitive." At one of the colleges which cooperates with us, a senior administrator commented to me, "We publicize quite vigorously in all of our materials going out to high school students our involvement with your Independent Study Program overseas because it is a great recruiting device. The students see in our catalog and know that when they come here there is a good chance they can spend a part of the sophomore or junior year overseas. We think it is good salesmanship to offer your program." This is not a motivation I am particularly happy with, but I think that it exists.

Many programs have been started because of the economics of the fifties and sixties, when one could run a program overseas at substantial savings below U.S. prices. This was in a period, of course, when one could live overseas for three or four dollars a day. European inflation had not developed the accelerated rate it has shown in the past few years and a good many programs, particularly from private institutions, functioned on budgets which were considerably less than the cost of a comparable period on the home campus.

A final reason, the one which demands the closest analysis, is that these programs, if they are well-selected and well-planned, can be the most significant experience of the student's four-year undergraduate career. They place demands upon the student that do not occur on the home campus. At the home campus, as has been true from birth, he or she is cushioned, cocooned, surrounded, protected, advised and counseled, by major advisors, minor advisors, career counselors, vocational counselors, deans of men, deans of women, priests, pastors and rabbis. Overseas this supportive structure is left behind. And it is a demanding experience to get along without the support on which consciously or unconsciously the student has leaned for many, many years. It is in the area of educational values, then, that we should seek answers to the question, "Why are we here?".

There is, however, another door I would like to open today as we seek answers to the question of, "Why are we here?" The last fifty years of the United States have been a period of incredible and unprecedented progress. Never has any single national group, and I don't except the French of the seventeenth and eighteenth centuries nor the British in the nineteenth century, advanced so far so fast. You who are the historians in the group know if you compared the United States of the year 1900 to the year 1974, the differences are unbelievable. I suggest to you that this recent period, to paraphrase a couple of books, does not comprise, as H.D. Wells would put it—The Shape of Things to Come—but is more apt to be, in the words of Marcel Proust, a Remembrance of Things Past. During these six days I implore you to explore the fact that the American higher educational system has not yet faced up to the future.

We are still educating in terms of the world of the 1950's and 1960's. We are not looking ahead to the 1970's, 1980's, 1990's. The students who are in your undergraduate programs and in our undergraduate programs will have a productive life span that will take them and their careers to the year 2020. But for the first time in human history one must add the qualification—"if the world survives to 2020". I do not think that American higher education has faced up to this fact.

I recall that when I was a college teacher in the late forties, I had a very serious problem with a girl who in her freshman year had been sensational by any academic standard. In her sophomore year, she became a D-student. Those of us who knew her sought to try to find out what was wrong. The answer was quite simple. She had read a book by an author by the name of David Bradley, which was entitled **No Place to Hide**. (You may remember it if you are of my vintage.) The essence of this book was the whole question of nuclear fission, and the power it placed in the hands of human beings. This young lady was so affected by the book—literally, she said, and I believed her—that every night when she went to bed she asked herself, "Will the world be destroyed while I am asleep?" This was so affecting her performanace that, as I say, a straight A student became a D.

We in higher education have been so concerned with relativism that we have stopped thinking about right and wrong. But there are a number of major moral issues whose solution will determine the continued functioning of human society. One, obviously, is the problem of nuclear energy.

Secondly, we face problems in terms of political structures; I don't think higher education is facing up to that problem. You witnessed a small step in the right direction if you have been reading the papers in the last few days. His colleagues have decided that the Chairman of the Ways and Means Committee of the House of Representatives ought not to have quite as much power as he had last year. But if he hadn't stepped out with that go-go girl, or whoever she was, there probably would not have been even that much reform.

We in the United States are still attempting to solve twentieth century crises with a nineteenth century or even an eighteenth century political structure. And we have plenty of company.

Thirdly, we confront an economic crisis. On many campuses, your own included, perhaps, two weeks ago there was a day of fast. Lots of students went without meat and potatoes and dessert on campus and gave a dollar into a fund to help the hungry in Africa, Bangladesh and India. Late that night, some sneaked downtown for donuts, stoked

up on hamburgers with catsup, and the next day went right back to the same three square meals a day—meat, potatoes, dessert and all the rest. Every American consumes 2000 pounds of grain every year, most of it in the form of meat. Two billion people in the world have to get along on 400 pounds a year in the form of grain, if they are lucky. Has American higher education faced up to the morality of this? Have we faced the question whether as a people we have the right, comprising as we do some 6% of the world's population, to consume 40% each year of the world's expended natural resources?

Fourthly, I suggest that a technological crisis confronts us. Foreign students often tell me that what surprises them most about the United States is television. I used to say in reply, "Don't you have television in your country?" Of course, that is not what they mean. What they mean is how could we have created, and we did it with American science, the greatest educational device that the world has ever had, and I certainly do not exclude the printed page, the greatest educational device that has ever been created, and then turn it over to commercial interests as a device for selling goods. I don't think higher education has faced up to the morality of our use of technology, although some institutions do have their own closed-circuit television channels.

So, of all the issues which we should confront in our discussions here this week, there is one overriding question. Can the international educational experiences of your students do something to turn young people toward the future and the kinds of solutions that they must be part of, or will they go simply on passing exams, getting their degrees, eating 2000 pounds of grain-fed protein each year, and all the rest that goes with it?

Can your programs open up human beings to affective personal, emotional experiences that will let them reflect, that will make them concerned, involved, dedicated about society and the world they live in and wanting to do something to preserve it? I think this is all we are concerned with here. There are an awful lot of nuts and bolts that have to be tightened and a lot of little parts that have to be put in place. But in the long run the thrust of what you do in your function as a foreign study advisor should be to encourage people to take the kind of experiences that will make them different through affective emotional experience. Regrettably, human beings for the most part do not respond to crises and problems intellectually and objectively. They respond emotionally.

The experiences of being the foreigner in another person's culture color your emotions, your attitudes and the way in which you are going to approach and solve problems. So what I plead with you as you work in the next six days and more importantly, as you go back to your campuses, is to try and put your people in programs that will shake them out of their normal life-style and will turn them into the kind of beings who will seek to make this a better world for every member of the human race.

We thus come full circle—back to the early nineteenth century and its emphasis on an overseas experience to make one a better human being. But whereas 150 years ago, such experiences were the privilege of a wealthy few, today we are dealing with programs serving hundreds of thousands of young people. Helping those who advise and counsel these young people is your challenge for the next six days. I wish you all success.

I. THE STUDENT: WHY STUDY ABROAD?

> *"...The American higher educational system has not yet faced up to the future. We are still educating in terms of 1950 and 1960, and we are not looking to 1980, 1990, and beyond. The students who are in your undergraduate programs, will have a productive life span that will take them in their careers to the year 2020, and for the first time in the history of the world you have to add the qualification, 'if the world survives'."*
>
> *J.A. WALLACE*

The American student population has been analyzed with both affection and puzzlement for many years. Certain facts are known to be true, although they are annoyingly subject to rapid change. Yesterday's cheerful assumptions often become tomorrow's platitudes as new trends develop and new viewpoints emerge.

The participants in the SECUSSA Workshop considered the many faceted assumptions made about the students in relation to an overseas experience as the primary element in the study abroad equation. A portion of the first day's sessions was devoted to students and their interests, and student-centered issues were repeated in each of the subsequent discussions. What are students seeking and what are they getting? Where are they as learners? What do they need to know about themselves, the host culture, and their own culture? These and other questions were treated at length and, while no new definitions or high-level analyses were reached, the sessions did explore this marvelously rich diversity.

DeCrevecoeur asked in 1782, "What then is the American, this new man?" It was a good question in the eighteenth century, aimed at defining the spirit and character of the inhabitants of the New World, the archetypal modern man. And, it is a good question for the study abroad advisor to consider now, as he considers the students entering his office daily, the prototypes of the late twentieth and early twenty-first centuries.

Some of these "citizens of the future" are considering an overseas experience; some are not. Generally, though, there are *students who are not interested* in experiences in countries other than the United States. These students may have other needs and priorities established for their undergraduate or graduate study, purposes which do not allow them to consider an experience overseas. Or, students in this category may simply be uninformed or unaware of the types of existing opportunities, one of which may serve their purposes.

In the second category are *students who might like to go abroad but are uncertain* whether or how to proceed. They, like the students in the first group, may not know of the many existing opportunities or where to find any information. Or, they may not be certain the value of the experience is worth the cost. Many of these students will probably, for a variety of reasons, decide not to pursue the possibility.

The students who are *independent and motivated toward an overseas experience* constitute the third major grouping. These students either have adequate resources, or are already seeking them—both financial resources and informational resources. Some students in this category may not contact the advisor until plans have been well formulated.

Within each grouping are students from wide and diverse backgrounds (financial, academic, motivational, etc.) with completely different reasons for wanting, or not wanting, to build an overseas experience into their curriculum. Some reasons for wishing to go are clear and well-defined—"I need to improve my French" and others are less tangible—"I want to learn about other people and who I am in relation to them". Of course, all students planning an overseas experience are not going for reasons such as these. There are

also escapists—"I'm sick of this school, my family, my boyfriend," etc.—and there are people who just want to go for the experience of trying something new. What they are really looking for determines the types of programs best suited to their individual needs.

Similarly, advisors differ concerning which students should be encouraged to take part in an overseas program. There are two extreme positions, *inclusive* and *exclusive*, neither of which is necessarily right or wrong, which may clarify a few of the complex issues revolving around student population, institutional viewpoints, and the advisor's own philosphy.

INCLUSIVE	EXCLUSIVE
All students can profit from study, travel or work abroad.	Only a limited number of students are capable of a successful experience abroad. An unqualified participant might jeopardize the experience of others.
With careful guidance and orientation, an appropriate program can be found for any student. Students with a strong desire to go abroad have a right to an overseas experience.	Careful guidance does not guarantee a student's survival in another culture, or insure a productive learning experience.
A student who seems to be the least likely candidate may become a very sucessful program participant. Foreign travel can stimulate a student's imagination and world view, and catalyze learning potential.	Before being encouraged to travel or study abroad, even able, promising students must be carefully prepared and properly motivated. All students should be screened and oriented with great care.
Direct experience in cross-cultural adjustment in a 'shrinking' world is necessary for all students. It is no longer a luxury. It has become a matter of survival.	Study abroad is a privilege.

Whatever stance an advisor takes on this issue, he must work out an approach to each student consistent with the student's needs and the advisor's professional viewpoints, and in keeping with the educational policies of the institution. Usually, a knowledgeable advisor will attempt to find a program suitable for each student who sincerely wishes to go overseas, for all advisors agree in their commitment toward the value of an experience in another culture for a student—be it working for a family for a summer, traveling and living in a country for six months, or studying at a foreign university for a year.

Travel and study abroad places the student in the most provocative and dynamic learning situation possible. The student moving into a new culture is bombarded with stimuli and challenges to what he may begin to see as cherished cultural values, and is exposed to unparalleled learning opportunities in terms of cultural and self-awareness. Following the experience, the student has the time and the academic environment in which to reflect upon overseas learning, with on-going course work on the home campus hopefully providing a structure for deepening that learning.

It is a fairly common occurrence for a student to return from a rather profound overseas experience only to discover that no one, with the possible exception of a few close friends, wants to hear about it. This reverse culture shock often occurs during the time when the student is seriously reflecting on the impact of the recent cultural experience in the context of the re-entry into American life. This is not to suggest that the advisor must spend weeks listening to anecdotes, but rather to point up the fact that a student may occasionally feel, with just cause, that an important, life-changing experience, in need of perspective and analysis, is blowing away rather than being explored to its fullest extent. The returned student (see Chapter IX) may be the most effective person to convince an 'uncertain student' of the values and rewards of an overseas experience.

If advisors accept the full meaning of the students' needs for global awareness, recognizing the implications for the next four and one-half decades as the students move through the various stages of their lives and careers, then the responsibility to these students is that of global teacher-advisor, and as a catalyst for students seeking and considering the potentially enriching consequences of international study and travel. The advisor cannot do the learning for the student, but is in an excellent position to help set the stage for exceptional learning and growth experiences.

Further Sources of Information

Adler, Peter. "Culture Shock and the Cross-Cultural Learning Experience", **Readings in Intercultural Communication**, Vol. II. Intercultural Communications Network, 4401 Fifth Avenue, Pittsburgh, PA 15213.

Golden, Joshua S., M.D. "Student Adjustment Abroad: A Psychiatrist's View". **Exchange.** U.S. Advisory Commission on International Educational and Cultural Affairs, Dept. of State, Washington, DC 20520. Spring, 1973.

II. THE ROLES OF THE ADVISOR

> *"The long run thrust of what you do in your function as an Advisor should be to encourage people to risk the kinds of experiences that will make them different."*
>
> *J.A. WALLACE*

In order to establish and maintain a vital center for international program coordination on a campus, an advisor must be effective in the performance of certain key duties and skills and in the assumption of a large number of roles. Obviously, the most important function and central concern of the advisor is to help the student in every way possible without usurping the student's own initiative or responsibility for careful planning of a program. The charge to "broaden the international horizons of the campus", which is given to most international offices by their administrations, can most satisfactorily be met through this concern. However, without a broad base of support—both in terms of basic philosophy and in meeting funding and staffing requirements for the U.S. Students Abroad Office—even the most knowledgeable and skilled advisor can do little to meet the needs of the student community.

It is important, therefore, for the advisor to be aware of more than the needs of the campus; he must also be aware of the views of the faculty and administration toward international education and work for a total acceptance of international education. The International Education Office, still considered a "frill" on some campuses, is fast becoming a viable and important facet of an institution's academic program. The successful advisor will perform his duties carefully and accurately, while constantly working to improve what his office and his institution offers.

The advisor, to accomplish his work, assumes two major roles: (1) his role in relation to the students and their needs, and (2) his role in relation to the institution and its administration.

The Advisor's Role as it Relates to the Student

The advisor performs a number of functions in order to fulfill his many obligations to the students on his campus. First, of course, he must be able to spend considerable time with individual students, to share information on a wide range of options, to help formulate practical objectives, and to help the student realize goals. In order to accomplish these important objectives, he serves as an *Advocate/Facilitator*, a *Liaison/Broker*, an *Educator/Consultant* and an *Evaluator*.

As *Advocate/Facilitator*, the advisor serves as a promoter of study, work and travel abroad, actively pursuing and publicizing overseas opportunities and maintaining as high a profile as is possible within the institution. He attempts to create a campus environment where opportunities for international experience are viewed as feasible, desirable, and relevant in the context of undergraduate education.

After creating this positive climate, the advisor serves as *Liaison/Broker* for all types of overseas experiences, becoming a traffic director, a referral point or information link between students, faculty, the admissions and records office, and other campus entities, working to coordinate and initiate orderly procedures and keeping these procedures on the right track.

While building up and "selling" the idea of international education, the advisor also serves as *Educator/Consultant* to each student seeking information or assistance. The advisor may help the student become better informed, determine personal priorities, consider all possible options, make choices, develop a set of realistic expectations, and proceed through the steps within the university structure necessary to ful-

fill a successful study program. During the advising process the advisor has an excellent opportunity to share information and a global outlook. While some advisors argue that a well-managed office with detailed information for students is sufficient, others feel that it is part of their role to serve as an *Educator* to the students and that acting as such is not presumptious.

Some advisors also tend to feel uncomfortable in the role of *Evaluator*; however, the quality of overseas experiences for students is an important consideration in international programs (see Evaluation of Program Quality, Chapter V), and it is important for each advisor to develop methods for obtaining feedback in order to identify sound programs and to avoid exposing students to unsatisfactory ones. Quality control protects both the student and the institution, and enables the advisor to know the extent to which student objectives are being fulfilled.

While assuming these various roles, the advisor is responsible for getting certain types of information to the student through the normal counseling process. Throughout this process the advisor should meet his responsibilities to the student.

RESPONSIBILITIES IN THE ADVISING PROCESS

The primary responsibility and concern of all advisors should be *quality*. This concern is directed not only toward programs and activities in which students may involve themselves, but also in the quality and potential of the students who desire an overseas experience. The advisor must be sensitive to the questions, "What quality?" and "Quality for whom?", lest the office be known more for its negative attitude than its positive attitude with relation to study, work and travel abroad.

Keeping this in mind, the advisor must also realize that it is the rare student who first enters an international education office having an exact picture or definition of his needs, capabilities, and desires for an overseas experience. Many students know only that they are interested in doing "something, somewhere in Europe". It is well known that a wide variety of opportunities exist from which students can choose, and the selection is limited only by the student's own initiative, capabilities, interest and finances.

Students in liberal arts colleges, larger private institutions, or major state universities may have different ideas and resources, but they all share this common information need. The advisor should direct his energies and abilities toward answering these questions and toward giving the student as wide a choice of programs and content as possible.

The advisor can meet this responsibility by serving as a *consultant* to the student, advising on two general areas: (1) the personal considerations which will affect the type of program the student chooses and (2) the types of programs overseas—work, study and travel—for which the student can aim, consistent with the outcome of the discusssions of the student's personal considerations.

In the first category, the advisor assists the student in defining personal abilities, goals and perceptions. For example, both the advisor and the student need to assess the student's academic background, not overlooking issues such as the following: the major and minor, unfulfilled requirements for the degree, the best timing for the program (junior year, summer, interim, graduate study, etc.), language competence, future academic plans, and potential goals. The student's past experience overseas, previous independent study experience, prejudgements and biases are areas which might also be discussed. In a realistic discussion financial considerations must also be discussed and the advisor might ask questions regarding the student's present situation (e.g., "Are you a college work/study student? How will you pay for next fall's tuition? What style of life is feasible for you—'Le Grand Hotel' or 'La Petite Pension'?") Perhaps the most important consideration of all is, "Why do you want to go?", a question which should never be overlooked.

This first discussion will clarify what the student's goals can realistically be. The advisor should now begin to give the student information on the wide range of opportunities which are available through study, work or travel overseas. These options should be introduced and discussed at some length to acquaint the student with the various choices available. If the student wishes to study, he should be given information which will help him in evaluating the various programs in relation to his own needs and abilities. In any case, the student will need a wide range of travel information on everything from obtaining passports, visas, International Student Identity Cards, and Eurailpasses, to how much the ferry from Ostend to Dover is going to cost.

The advisor is also responsible for recommending good programs and indicating apprehensions concerning disreputable ones when the student requests such information. To further assist the student in independent research in preparation for the overseas experience, the advisor must be able to recommend specific reference books rather than expecting the student to judge the reliability of the information contained in the vast number of books available in the field. By putting the student in contact with persons on the campus whose knowledge about a particular area of the world is more current than the advisor's own, the advisor helps the student better prepare for what to expect upon arrival in the foreign country. Such "people resources" include returned Peace Corps Volunteers, faculty members who have recently taught or conducted research overseas, a foreign student, or an

American student who has participated in a program abroad.

The student also needs *realistic encouragement.* A student who knows no German should be discouraged from applying for a Fulbright-Hays in Germany, or for summer work in a German hotel. On the other hand, the student could be encouraged to take an intensive language course in Germany. Or, if the student cannot afford a study abroad program but is skilled in the German language and is reasonably self-sufficient, the advisor could encourage the student to undertake some form of independent study in Germany. In this way the student will be able to pursue options most suited to both his capabilities and his pocketbook.

Eventually, concrete decisions are made and the advisor and student should review them and plan for the effect they will have. Information on matters as varied as transfer of credit, or the departure dates for charter flights, must be easily accessible. Particularly important is the procedure for obtaining academic credit, especially if the student wishes to participate in a study abroad program sponsored by another university, or in an independent study project. Should there be any hurdles within the existing campus structure, the advisor should be aware of them and guide the student through them. Finally, the advisor should encourage the student to obtain further language training, to learn about the host country, and to become aware of the issue of cross-cultural sensitivity.

Throughout the entire advising process the advisor should supply the student with guidelines which will assist him in further defining his goals, in addition to supplying information such as that discussed above. Also, the student should be told when the advisor does not know the answer to a question. In these cases, the advisor should either try to find the information requested, or recommend a person or address to contact for information.

With the many time demands on both the advisor and the student, it is often difficult to spend the amount of time on these discussions which should be given them. Because of this it is extremely important to have sets of written materials with detailed information on everything from the evaluation of programs and procedures for obtaining a passport, to instructions for using the students abroad library. This compilation should be able to take the place of a lengthy general discussion. Even when time does permit a good counseling session, written materials should be given to each student to assist him in assimilating the great mass of new materials and ideas.

Maintaining contact with the student is also important to the advising process. To facilitate continual contact, a student index system may be useful. Keeping records of the name, address, qualifications and interests of students will enable the advisor to call or write a student when new information comes in, to keep in touch with him through a newsletter, or to reach him upon his return. (See Appendix 3 for sample cards.)

Similarly, the advisor must let students know about the existence of the international education office if they are to be helped by it. The most knowledgeable and effective advisor is at a decided disadvantage if students are unaware of his whereabouts or the office's ability to assist them. Therefore, publicity is another of the advisor's responsibilities.

PUBLICIZING THE OFFICE

There are a number of ways to publicize the advisory service and several suggestions are made below under the general headings of Media, Campus Activities, and Auxiliary Services.

I. The Media
   A. Place announcements, advertisements, regular columns, etc., in campus and local newspapers. Free publicity can often be obtained for a special event such as a speaker or a Travel Fair. Build up relationships with the campus newspaper staff and know exactly who should receive copies of announcements and releases. Be aware of the deadlines under which the staff works.
   B. Obtain spots or announcements on local radio and television stations. Free publicity is often available here also. If your institution has an FM radio station, contact them about public service announcemnts.
   C. Write articles for submission to alumni and faculty/staff publications.
   D. Prepare "Dial-A-Tape" messages if your institution has a rapid information telephone service system on campus. In addition, a standard tape may be used, giving announcements about application deadlines or special office projects which might interest the campus community.
   E. Distribute posters, flyers, mailings on new programs or scholarship deadlines; a regular overseas opportunities newsletter, etc., to dorms, academic departments, returned students, students on the mailing list, resident dorm advisors, advising centers, faculty committees related to your office, student and faculty governing bodies, local businesses frequented by students, other offices on the campus, etc.
   F. Submit copy for college catalogues and bulletins.
   G. Include office description in admissions and orientation packages.

H. Utilize services and space supplied by the Student Union such as advertising booths and showcases which are usually available to international offices as well as to student groups.

II. Campus Activities
- A. Speak at freshman orientation and transfer sessions.
- B. Organize campus speakers series or publish a listing of returned students or knowledgeable faculty who would be willing to share their experiences with interested organizations.
- C. Participate in Student Activities Carnivals or Fairs.
- D. Sponsor International Travel Fairs or one-day orientations for students who are planning to travel only.
- E. Sponsor special events to raise scholarship funds, such as an international movie series or an endurance contest.

III. Auxiliary Services
- A. Sell International Student Identity Cards and Youth Hostel Cards.
- B. Sell publications such as the **Whole World Handbook**, student guides published by the International Student Travel Conference, or the **Youth Hostel Handbook.**
- C. Offer travel information on areas such as the procedure for applying for a passport, how to get around overseas, or the various types of living arrangements overseas.
- D. Organize charter flights or provide detailed information on their availability elsewhere.
- E. Offer meeting space and office support to student initiated projects concerned with international education.

There are many occasions for an advisor to use methods such as those described above. There must be an on-going campaign to inform the campus community about new opportunities and inform freshmen and transfer students about international education. There should also be periodic "publicity pushes" concerning one particular aspect of the international education office's projects and programs, such as extensive publicity of a study abroad program.

RECRUITING STUDENTS

When recruiting students, often one of the advisor's major concerns, it is most important that several of these methods be utilized. A sample program recruitment plan using some of the above publicity methods may serve as an example of a publicity campaign. To as large an extent as possible, publicize in the following ways:

1. Submit program descriptions to the compilers of all national study abroad directories, e.g. IIE, CIEE—no charge. (For addresses, see Appendix 2.)
2. Provide information to the World Studies Data Bank for inclusion in its publication, **International Contacts on U.S. Campuses: A Directory** (latest edition at time of this printing, 1974, $5.00). No charge for inclusion of information. (For address, see Appendix 2.)
3. Send an announcement of the program to the editor of the SECUSSA newsletter for possible inclusion, c/o National Association of Foreign Student Affairs. No cost. (For address, see Appendix 2.)
4. Publicize in educational supplements, professional journals, and other publications that reflect special subject interests, e.g. music, art, architecture.
5. Prepare brochures, catalogs, announcements and posters.
   a. Distribute to study abroad advisors at other schools.
   b. Distribute to appropriate academic departments at other schools.
   c. Distribute to specialized professional organizations.
6. Use personal and professional contacts.
7. Use returnees from both the home institution and other institutions.
8. Send staff and faculty as recruiters to admissions offices, College Nights, conferences, etc.
9. Submit news releases on the program to campus and community newspapers and radio stations.
10. Submit news releases about participants to hometown newspapers and radio stations.
11. Prepare a target group mailing list made from the above. Remember that most participants from other institutions will come from institutions similar to the sponsoring institution, not offering comparable overseas programs. Other sources for the mailing list include the NAFSA Membership Directory (lists SECUSSA members) and the World Studies Data Bank publication listed in item 2 above.

The Advisor's Role as it Relates to the University and Administration

The advisor also assumes a number of roles which relate to the college or university faculty and its administration. Unless he also functions expertly within that framework he is unable to successfully perform the duties and responsibilities we have discussed above which relate to the students and their needs. The programs and projects of the international education office must be brought to the attention of the entire college or university community and beyond, for the advisor must insure that he maintains an office which

has the support of the administration, the necessary means to function efficiently, and the materials required for the functions to be performed.

In discussing the establishment and further development of an effective student advisory office with a wide campus base of support, participants in the SECUSSA Workshop made repeated reference to **Guidelines for Developing Campus Services for Students Going Abroad** (cost: $2.00), a publication prepared by the Council on International Educational Exchange (see Appendix 2 for address). Last revised in 1973, **Guidelines** presents information basic to the organization of an office advising on work, study and travel abroad. The following section offers information which is supplemental to **Guidelines** and considers three related and important areas—institutional considerations, funding, and various office structures.

INSTITUTIONAL CONSIDERATIONS

Administrative Location

Location within the institution is a crucial question and influences all other considerations of the office. Most advisory offices are located in one of two divisions: *academic affairs* or *student services*. Within academic affairs, the office might be an autonomous unit, an extension service, part of the language department, or part of the college of liberal arts. Within student services, it might be within the International Center, part of the student union, a function of student government, or a separate unit.

Should the office be under academic affairs, it will probably have more prestige within the institution and more support from faculty and administration. On the other hand, if the office is under student services it may serve the needs of the student better as it will be primarily concerned with student needs and trends. However, under student services the office may be more restricted in its functions and be more student-oriented than academically oriented. Excellent international education services can be found under either administrative model, and each has its drawbacks. What must be kept in mind is that the range and scope of services differ from one office to another, and that no single office or individual will be able to offer everything to everybody. Offices located within student services may well be limited to general advising and travel services, seldom becoming involved with program development, recruitment and selection. It is also possible that the academic advisor has advising responsibilities only for language and other academic programs, and that financial resources, time and institutional pursuits preclude his functioning in other areas.

Whatever the range of services offered, the advisor must clearly define them, relative to his location and the needs of his constituency, before actively seeking the administrative understanding and approval that is the foundation underlying the establishment, funding and support of the office. Once the advisor clearly understands the administrative position of the office and its relationships with other campus offices, and has defined its basic goals, he should prepare a political support structure which can affirm and sustain his role and function. In order to do this, it is often helpful, and is indeed regarded by many as essential, to establish an advisory committee representative of the interests of students, faculty, administration, and staff. The committee, if possible, should be composed of persons favorable to the advisor's situation and goals. An attempt should be made to keep the committee manageable in size, but large enough for effective action. The functions of the committee should be several: to be thoroughly familiar with the advisor's office, to evaluate its services, to make suggestions regarding improvements, and to offer support and assistance.

Communications

The area of communications is a crucial one, for it is through communicating with the various faculty and administrative personnel on the campus that the advisor makes known his needs and learns of the needs of other campus sectors.

In order to accomplish this, the advisor must acquire knowledge of each office or resource within the university that either deals with international education, has a vested interest in it, or has some expertise which can be of potential assistance. A cataloging of these resources is the first step. The next step is to make personal contacts. The advisor should identify these resources and establish communication with them. Should the advisor be able to offer assistance to other units of the university in areas where the study abroad office has competence, the advisor will become a valued resource in the university. This communications link will also enable the advisor to reach students, staff and faculty more effectively and to keep in touch with current trends and needs on the campus.

The advisor might experiment with each of the following methods to encourage and strengthen lines of communication:

1. Make certain the following groups are aware of the office: Language Houses, International House, the Foreign Student Office, the Alumni Association, the Admissions Office, the Registrat's Office, Campus clubs and organizations, Advising Center, the faculty and student governing bodies, and all Deans, Directors, and Department Heads.
2. Encourage relationships and contacts with other

counseling divisions on campus or with other offices involved with international projects such as the Placement Center, the Women's Programs Office, the campus travel agent, and individuals or committees which deal with foreign fellowships.

3. Invite appropriate faculty and staff to any presentations, meetings, etc., sponsored by the office.

4. Attend faculty and staff meetings and offer to speak to them on some aspect of your programming in which they have a vested interest.

5. Organize a faculty committee on study abroad. (There should also be student members on this committee.)

6. Attend and offer to speak at departmental and Deans' meetings.

7. Offer to make presentations to language classes, or to prepare materials for them.

8. Put appropriate faculty and staff on mailing lists so that they will be kept informed of office projects and can disseminate information to students.

9. Initiate and maintain contact with department heads and identify faculty in each department who may be contacted for information.

10. Suggest the appointment of international advisors within each department. Maintain contact with them.

11. Utilize visiting professors who have had overseas experience, especially those who can advise on individual programs.

In summary, the advisor who is aware of such intra-institutional considerations as the need for lively communications exchange and the administrative location of the office will be in a much stronger position within his university or college and will be able to develop the support which the office may need at important times, such as during the fiscal budgeting process.

FUNDING

It is essential that the advisor be completely aware of funding needs and be able to discuss and defend them intelligently. The basic tool for this area of concern is the budget.

Budget planning can be done most effectively by keeping several basic divisions in mind. All expenses should be divided into either *fixed* or *flexible* costs. Fixed costs are those over which the advisor has no effective control. The fixed category would include postage, telephone, stationery, supplies, office equipment and similar items. One can attempt to keep these expenses to a minimum, but they cannot be eliminated.

Flexible expenses include travel, professional development, program development, library acquisitions and publicity. One can infinitely expand these expenditures or reluctantly eliminate them.

Another type of division that should be kept in mind relates to program type. Offices including both study abroad and foreign student advising comprise two large program areas or types. Another possible set of divisions might be staff and faculty assistance as opposed to student assistance. A third division could be advising, orientation and program developments as sub-sections. The following is the format of a budget that can be prepared in table form (excluding dollar amounts) based on three program divisions.

		Program I - Academic Program Development	Program II - Student Advising & Counseling	Program III - Orientation Programs	Total
Fixed Costs	Computer				
	Telephone				
	Stationery				
	Office Supplies				
	Machines & Equipment				
Flexible Costs	Program Money Flexible				
	Library Acquisitions				
	Professional Development				
	Travel				
	Publicity				
	Salary (total salary budget)				
	TOTAL				

A table form budget such as this clearly delineates the total flexible and fixed monies and lets administrators see how much each program costs. It can also separate the "services" and "academic" aspects in terms of cash outlay.

The actual ratio of fixed to flexible monies must be determined by the size of the actual budget and the will of the administration.

When the budget has been prepared, it can be endorsed by the advisory committee, should that seem appropriate, and presented to the administration of the institution. Even in small offices which are sub-

sections of larger budget entitites, budgets should be prepared and explained. Administrators will not give sympathetic consideration to budget requests without explicit financial details.

Once the total budget has been approved, it should be available to all office staff, so that with constant accounting and monitoring, it can readily be determined how much of the budget has been used and how much remains.

SAMPLE OFFICE DESCRIPTIONS

Participants at the SECUSSA Workshop came from a wide variety of institutions and their various office structures reflected this diversity. Each participant felt that certain changes could be made in his office to improve both the programs offered and the ability of the office to obtain funding from the administration, but more often than not, they preferred the arrangement under which they worked to most others described to them. It may be of use for an advisor to have access to sample descriptions of other international offices, particularly if he is initiating procedures to fund such an office for the first time, or if he is considering changing the structure or focus of the office. While the following descriptions are not inclusive or representative of all administrative models, they have been chosen to represent several potential office arrangements, both in terms of administrative location and funding and in terms of services offered, whether only study abroad advising; study, work and travel abroad advising; or both U.S. and foreign student advising. The institutions listed include private colleges, state universities and members of consortia.

A. International Study and Travel Center

University of Minnesota

Responsible to: Student Activities and Board of Directors (composed of students, staff, faculty and representatives of international organizations on campus).

Source of Funding: 90% self-supporting; 10% through student fees. No direct university funding.

Services: Advises on work, study, travel abroad; organizes trans-Atlantic charter flights, develops and administers tour and study programs to Europe, Asia, and Latin America; also works with the departments in administration of study programs; offers all student travel services (student ID cards, rail passes, insurance, etc.); provides orientation.

Staffing: 4 full-time 12 part-time students

B. Foreign Studies Office

Rosary College

Responsible to: Dean of Faculties

Services: Administers undergraduate program abroad for Rosary; advises on work, study and travel abroad; issues student ID cards; maintains resource library.

Staff: 1 part-time administrator
1 work-study student

C. Office of International Educational Services

Iowa State University

Responsible to: Dean of Students, Vice-President for Student Affairs (Specific tasks are referred to Academic Affairs.)

Sources of Funding: Student Affairs; Academic Affairs

Services: Counsels on all aspects of work, study, travel abroad; provides indirect assistance to academic departments developing overseas programs; arranges credit seminars on travel and culture; maintains Americans Abroad Library; advises foreign students; maintains international resource center.

Staff: 4 full-time 2 full-time volunteers
1 half-time 1 5/12 time
1-2 work-study students

D. Division of International Education

University of Tennessee, Knoxville

Responsible to: Vice-Chancellor for Academic Affairs

Source of Funding: Academic Affairs

Services: Advises on work, study, travel abroad; trans-Atlantic charters, student ID cards; recruits participants for University of Tennessee programs; assists in the development of programs abroad; solicits scholarships; provides liaison with other international organizations on campus through an advisory committee composed of students, faculty, administration and staff.

Staff: 3 full-time 1 work-study student
1 Graduate Assistant

E. Office of International Programs

California State Universities and Colleges

Responsible to: Office of the Chancellor, Board of Trustees of CSUC

Sources of Funding: Direct line item of State Budget.

Services: Administers all academic year abroad programs for the CSUC system of 19 schools; arranges transportation; provides information on work, study, travel abroad; organizes orientation programs; administers financial aid for overseas participants; certifies all academic programs; facilitates student and faculty exchanges.

Staff: 13 full-time 1 part-time

F. Overseas Opportunities Centers/Flights and Study Tours

University of Nebraska, Lincoln
Responsible to: Division of Student Affairs
Source of Funding: Student Activities (fees; income from services)
Services: Sponsors trans-Atlantic charter flights; issues student ID Cards; advises on work, study and travel abroad; maintains resource library; offers related travel services (student intra-European flights); conducts winterim and summer 3-week study tours; conducts orientations.
Staff: 2 full-time 4 part-time

G. Division of International Studies

Goshen College
Responsible to: One of seven academic divisions of the College
Source of Funding: Academic Affairs
Services: Administers Study Service Trimester program (90% of Goshen students participate); advises on travel and study abroad; advises foreign students.
Staff: 4 full-time 2 part-time

Related Appendices

3. Sample Index Card System, University of Tennessee page 55

III. OVERSEAS PROGRAMS

> *"Can the international educational experiences which your students want to have, and that you want them to have...do something to turn your people toward the future, and the kinds of solutions that they must be a part of...or will they simply go on passing exams, getting their degrees...?"*
>
> *J.A. WALLACE*

While it would seem to be a fairly simple process to categorize or define what is meant by "program", the advisor will discover, as did the SECUSSA Workshop participants, that the broad topic of programs leads to the consideration of several important and inter-related issues. Only study or academically related programs are considered in this section; however, advisors should also have resources available for the students who are interested in non-academic experiences abroad, such as family homestays, voluntary service, independent travel, organized recreational travel, or various kinds of traineeships or internships. Programs and sources of information concerning opportunities in these categories are described briefly in several publications listed below:

Suit Your Spirit. University of Michigan International Center, Ann Arbor, Michigan. 1974. $1.75.
Reviews 55 student guidebooks and evaluates them in terms of purpose, audience, travel information contained and general readability.

Whole World Handbook: A Student Guide to Work, Study, and Travel Abroad. CIEE. New York. 1974. $3.50.
A student travel planner covering transportation to and within Europe, Asia, Africa and Latin American, employment opportunities, study and travel programs, etc.

Student Travel Catalog. CIEE. New York. Annual. Free.
Describes travel aids (ID cards, AYH passes, transatlantic transportation) and CIEE job program. Provides order form for all ISTC (International Student Travel Conference) publications (e.g., European Charter Flight Schedule, student hostel lists, student guides to various cities and countries).

Invest Yourself. Commission on Voluntary Service and Action, 475 Riverside Drive, New York, NY 10027. Annual. $1.00.
Describes voluntary service and workcamp opportunities throughout the world.

See Appendix 4 for additional travel and work references.

Traditional Programs

In general, the advisor can divide academic programs into the three broad categories listed below.

U.S. COLLEGE/UNIVERSITY SPONSORED

This category includes programs designed (a) exclusively for students enrolled at the sponsoring institution, or (b) at one of a group of cooperating institutions, or (c) programs which are open to qualified students from any accredited institution. These programs vary in length from an interim term to a full calendar year. Inquiries should be directed to the sponsoring institution which provides transcripts of completed work.

If the college has an autonomous branch campus overseas, such as Johns Hopkins in Bologna, or New England College in Arundel, the curriculum will be based on that institution's U.S. model, although administrative arrangements are generally handled by the overseas campus.

Academic courses abroad are often arranged by or

for individual U.S. institutions or consortia, with courses taught by host national faculty, U.S. faculty or both—either in the language of the host country, or in English. In many cases, the sponsoring American institution provides basic core curricula, and at the same time enrolls its students for one or more courses in a foreign university or other foreign institution.

There are several American colleges abroad which are not directly affiliated with U.S. institutions. These colleges generally offer curricula patterned on the American system and vary in length from one to four years. Few of these institutions have been accredited by the U.S. accrediting system, and the advisor should consult the Federation of Regional Accrediting Commissions on Higher Education (FRACHE), (see Appendix 2 for address), or a regional accrediting association to secure reliable information regarding academic standards.

NON-COLLEGE/UNIVERSITY SPONSORED

There are a number of non-profit organizations which sponsor or facilitate study programs abroad (e.g., The Institute of European Studies), as well as commercial organizations (e.g., American Institute for Foreign Study). Courses may be held in private centers or integrated, to some extent, into the foreign education system through an affiliation with a host country institution. These programs also vary in length from an interim term to a full academic year. Transcripts or statements of record are provided by the sponsoring organization, but the actual granting of credit is determined by the student's home institution.

DIRECT ENROLLMENT IN FOREIGN INSTITUTIONS

Students may apply directly for admission to a variety of institutions located abroad. Recognized universities, special institutes and programs for foreign students within a university, schools for the creative arts, and language institutes are among those to which students may apply. It is important for both the advisor and student to be aware of the exact level or standing required for direct enrollment, and to know as much detail as possible about the host country institution before applying. There are two kinds of host country institutions:

Universities Chartered Under Government Regulations

While it is difficult for an American undergraduate to enroll as a degree candidate in a foreign university, it is possible in many instances to enroll for one year as a visiting student. Requirements for admission will vary, but will include proficiency in the language of instruction, and specified collegiate and academic standing. Foreign universities generally do not operate on a semester basis, nor do they hold summer classes *per se*. Students are expected to remain in attendance for the full academic year.

A number of universities have special institutes and programs for foreign students taught in the language of the host country, or in some cases, English (e.g., University of Stockholm in Sweden, Waseda University in Japan, and the Hebrew University of Jerusalem). In addition, there are universities such as the American University of Beirut and the American University of Cairo at which English is the only language of instruction. The University of Bath in Britain and Goldsmith College of the University of London, offer special junior year programs for American students, structured on the semester system.

Non-University Institutions

Numerous non-university institutions abroad offer courses in special fields such as music, drama, and art. Programs sponsored by these institutions frequently require auditions or the submission of portfolios as a prerequisite for admission.

In addition, a number of language institutes provide courses exclusively for foreigners. These are usually taught in the language of the host country, although in some countries there are area studies and civilization courses available in English. Some of the better institutes are loosely associated with specific universities, but many others are completely autonomous. There are generally no specific academic requirements for admission.

Sources of Information on Traditional Study Opportunities Abroad

There are a number of sources of information on the range of academic study abroad opportunities available to American undergraduate and graduate students. A basic bibliography of materials which the study abroad advisor should include in his working library follows:

The Basic Library

Whole World Handbook: A Student Guide to Work, Study and Travel Abroad. CIEE, New York. 1974-75 edition. $3.50.

Handbook on International Study for U.S. Nationals. IIE, New York. 1971. $7.00.

U.S. College-Sponsored Programs Abroad: Academic Year. IIE, New York. 1974.

Summer Study Abroad. IIE, New York. Annual. $3.50.

Country Profiles. IIE, New York. Free. Individual fact sheets on many countries.

Study Abroad. UNESCO, Paris. 19th edition. 1972-74. $6.00.

The New Guide to Study Abroad. eds. John A. Garraty, Cyril J.H. Taylor, Lily von Klemperer. Harper and Row, New York. 1974-75 edition. $2.95 (paperback)

Cooperative Listing of Interim Term Courses. 4-1-4 Conference, Box 12560, St. Petersburg, FL 33733. $1.00.

International Educational and Cultural Exchange. U.S. Advisory Commission on International Educational and Cultural Affairs, Superintendent of Documents, Washington, DC 20402. 4 issues. Annual subscription $2.

International Handbook of Universities and other Institutions of Higher Education. D.J. Aitken, H.M.R. Keyes, eds. International Association of Universities. Distributed by American Council on Education, Washington, DC. 1972. $22.00.

Commonwealth Universities Year Book. H.W. Springer and T. Craig, eds. Association of Commonwealth Universities, London. Distributed by American Council on Education, Washington, DC. Annual $57.00.

The World of Learning. Europa Publications, London. Annual. 2 vol. $50.

World List: Universities, Other Institutions of Higher Education, University Organizations. International Association of Universities, Paris. 1971-73. $5.00.

Occasional Papers. CIEE, New York. Free. A series of papers on topics related to undergraduate study abroad, presented at CIEE workshops and conferences.

SOURCES OF INFORMATION ON TRADITIONAL STUDY OPPORTUNITIES ABROAD

Useful Bibliographies

Depending on the special needs of the particular campus, the basic library can be augmented by other appropriate resources. In selecting additional publications, these three published bibliographies may be helpful.

International Education: A Directory of Resource Materials on Comparative Education and Study in Another Country. Lily von Klemperer. Garrett Park Press 1973. $5.95. (annotated)

International Educational Exchange: A Bibliography. Richard E. Spencer, Ruth Awe. IIE, New York. 1970. $6.00.

Bibliography on Higher Education Abroad. IIE, New York. 1972. Free. Mimeographed. (annotated)

U.S. Outlets of International Publications

The following outlets may be helpful to the advisor in purchasing reference materials printed abroad:

American Council on Education, 1 Dupont Circle, N.W., Washington, DC 20036.
For educational books printed abroad, including **The International Handbook of Universities** and **The Commonwealth Universities Yearbook**

International Publications Service, 114 E. 32nd St., New York, NY 10016.
For Europa publications and other books printed overseas.

U.N. Bookstore, United Nations, U.N. Plaza, New York, NY 10017.
For materials printed by WHO, UNICEF and other related organizations.

UNIPUB, Inc., P.O. Box 433, New York, NY 10016.
For all UNESCO publications

Basic Resource Organizations

The following organizations serve as central resources for advisors seeking information and assistance related to academic counseling. These organizations also offer helpful publications (newsletters, pamphlets, etc.) which are often free of charge. It should be noted, particularly for the advisor on graduate student training, study and employment abroad, that the resource organizations and publications cited can also provide leads to information about specific fields (e.g., medicine, law, social work, etc.). Several of these publications are also listed in Appendix 5.

American Council on Education, 1 Dupont Circle, Washington, DC 20036.

Council on International Educational Exchange, 777 U.N. Plaza, New York, NY 10017.

Institute of International Education, 809 U.N. Plaza, New York, NY 10017.

Institute of International Studies, Office of Education, Department of Health, Education, and Welfare, (HEW), Washington, DC 20202.

Recent Developments in Study Abroad Programs

As students become more demanding of their programs of study, and more concerned that their personal needs and goals be realized through an overseas experience, efforts are being made on many campuses to offer the qualified student an opportunity to study specifically what is interesting and challenging to him. The cost factor, often much less for independent study than for a traditional study program, is also an inducement to many students and campuses. In addition, a personalized approach to study overseas often meets special individual needs more realistically than do traditional programs.

While *Independent Study* is not a recent development, it has led to the careful designing of such competency-based programs as *Field Study Experiences*. These two approaches are ones which may continue to grow in usefulness and acceptance both among students and their home institutions.

INDEPENDENT STUDY

Independent study abroad may have as many definitions and take as many forms as there are different institutions which include it in their curricula. Many institutions design programs exclusively for their own students. Other programs, such as those offered by the Experiment in International Living, provide the opportunity for independent study overseas to qualified students from any college or university. These programs also include cultural orientation, intensive language training, family homestays, comparative culture seminars overseas and a period of independent study.

The advisor should be aware of the differences in programs offered by various instituions and organizations active in the field. Actual independence ranges from total student autonomy in some programs to a reasonable amount of supervision and structure in others. It is evident that the student who is seeking self-initiated learning with a great deal of autonomy will not be content with a program which is called independent study, but which in fact is designed with course offerings, support structures and requirements which impinge on the independence being sought. Similarly, a less self-directed student with limited language ability may flounder helplessly if shipped overseas in a totally independent study situation. (See Appendix 6, "Independent Study Overseas".)

OVERSEAS FIELD EXPERIENCE

As students become more conscious of the interrelatedness of cultures and issues, many begin to seek ways to approach world issues and personal development within the framework of their academic careers. At the same time, many institutions are designing or refining program and study possibilities, or joining in cooperative programs with other institutions, in order to fulfill institutional goals which are academic, philosophical and world-related in nature.

These changes evolve in different ways from one institution to another, but the SECUSSA Workshop conferees found certain common elements in the area of field experiences which indicate a growing interest. One existing model, the Justin Morrill model of Michigan State University is partially described in Appendix 7. While it may not be possible for a given institution to employ the model in its entirety, the model itself is sufficiently flexible to permit adaptation.

Suggested Readings

Duley, John. "Cross Cultural Field Study", **Implementing Field Experience Education.** John Duley, ed., **New Directions for Higher Education.** No. 6, summer, 1974. Jossey-Bass.
John Duley summarizes the Justin Morrill method.

Harrison, R. and R. Hopkins. "An Alternative to the University Model", **Journal of Applied Behavioral Science.** 1967, 3(4).
A report on Peace Corps training, using a cross-cultural model.

Lemke, H. Jr. "The Individual Opinion Inventory: A Progress Report on the Assessment of Off-Campus and Overseas Study Programs". **Critique: A Quarterly Memorandum.** The Center for the Study of Higher Education, University of Toledo; Toledo, OH 43606. 1974, 6(1).
This study assesses changes in students' attitudes and character development affected by study off-campus.

The VIA Transcultural Study Guide. Volunteers in Asia, Inc., Box 4543, Stanford, CA 94305. 1972 (re-issued in March, 1975.)
A comprehensive self-study guide for volunteers and students engaged in independent work or study abroad.

Related Appendices

4. Additional Sources of Information on Travel and Work Abroad page 56
5. Further Sources of Information on Graduate Opportunities Abroad page 57
6. "Independent Study Overseas", John A. Wallace page 59
7. "Learning How to Learn through a Cross-Cultural Experience", John Duley page 60

IV. THE ROLE OF LANGUAGE IN AN EXPERIENCE ABROAD

> *"Language is civilization itself."*
> *THOMAS MANN*

There are basically two ways of viewing the role of foreign language competency for a student going abroad. One can decide that a certain level of knowledge of the host country language is essential for formal academic study or for entering into the life of the people and their culture. Or, one can view the study and travel abroad experience as worthwhile in and of itself, regardless of whehter the students knows the language of the host country. The truth lies somewhere in between. One can have a worthwhile experience abroad without knowing the host country language, but the experience will be more profound and educational if the student can communicate with his hosts in their tongue. Because of the potential for a more in-depth experience, the advisor should stress the importance and significance of language to the student in the hope that he will select a program with a language component.

The level of foreign language ability necessary or required will vary according to the type of study abroad program, the specific experience offered, and the country chosen as the overseas site. For those students who enroll directly in foreign institutions where courses are not taught in English, or for those students doing independent study, a high level of proficiency in the language of the country is essential. Certain courses of study which depend less on verbal communication (e.g., music, architecture, art, dance) may demand less fluency than others (history, literature, philosophy).

Most U.S. study abroad programs, although often staffed by American resident directors and possibly U.S. faculty personnel, do have a language component, both in response to the students' desire to learn the language, and because the student is expected to cope with the needs of daily life in the host culture, to meet people and to participate in the cultural environment in more than a superficial way.

Some colleges and universities accept students who have not studied the target language, but provide intensive training upon the student's arrival overseas. This is often the case in programs designed for countries where less common languages are spoken.

For those students with a relatively short period of time to prepare themselves in languages for study abroad, the advisor could recommend some useful skills or techniques which the student may employ to acquire a language, e.g., **A Manual of Self-Instruction: Techniques for Learning a Foreign Language**, by Michael Jerald, available from ERIC, Document Reproduction Service, P.O. Drawer O, Bethesda, MD 20014. Or for those students who wish to acquire a language which is not commonly taught in most institutions, such as Yoruba or Japanese, an advisor might recommend that his university contact Dr. Peter Boyd-Bowman, Director of the Critical Language Center, 24 Crosby Hall, State University of New York at Buffalo, Buffalo, N.Y. 14214. Tapes acquired through this program enable a student to study a language on his own, aided by a "drill instructor" who is actually a foreign student studying at the institution offering the program, and by a series of excellent tapes coupled with a text.

Those programs which do not have language prerequisites certainly open the opportunity for study abroad to a wide range of students. They provide the participant with a cultural experience that can accomplish many of the goals of foreign study, although it must be recognized that the student with no language proficiency is often confined to communicating with those host nationals who speak some English, or with other Americans. In the final analysis, the level of language competency required for any overseas study program should relate in a realistic way to the individual's goals and objectives.

The advisor can serve a useful role by encouraging students to plan ahead and devote time to language study in the semester or year preceding the anticipated experience overseas. This helps to prepare the student for a potentially deeper experience in the host culture, and heads off the kind of conflict which ensues when a student begins to find certain desirable study abroad programs out of reach because he is linguistically unqualified.

Consultation with colleagues in the language department can be helpful, and a suggested guide for determining proficiency in a language is the following Foreign Service Institute rating scale, which measures grammatical correctness of expression, but also offers a fairly realistic assessment of a student's actual level of competence in the target language.

Definition of Language Rating Scales of The Foreign Service Institute, Department of State

(In the interest of brevity the descriptions have been slightly reduced)

SPEAKING

S-0 Speech is so halting and fragmentary as to make conversation impossible.
Comprehension—cannot understand the simplest questions
Pronunciation—virtually unintelligible
Grammar—full of grammatical errors, impossible to follow
Vocabulary—uses own native language most of the time
Fluency—monosyllabic and halting

S-1 Able to satisfy routine travel needs and minimum courtesy requirements
Comprehension—can understand simple questions at slow rate of speech
Pronunciation—frequent errors but can be understood
Grammar—frequent errors but understandable
Vocabulary—inadequate for all but most elementary needs
Fluency—can ask and answer questions on familiar topics at slower than normal rate of speech

S-2 Able to satisfy routine social demands and limited work requirements
Comprehension—can understand most non-technical conversations
Pronunciation—often sounds American, but intelligible
Grammar—handles elementary constructions adequately but lacks confidence and control
Vocabulary—sufficient to express himself, with some circumlocutions
Fluency—can handle with confidence most social situations

S-3 Able to satisfy normal social and work requirements
Comprehension—quite complete when listening to normal rate
Pronunciation—accent obviously foreign but can be readily understood
Grammar—control is good, errors rarely disturb native speaker
Vocabulary—broad, rarely has to grope for a word
Fluency—little hesitation or groping

S-4 Fluent and accurate on all levels pertinent to professional needs
Comprehension—complete, with range of experience
Pronunciation—errors quite rare but not yet native
Grammar—errors quite rare
Vocabulary—precise with range of experience
Fluency—high degree

S-5 Speaking proficiency equivalent to native educated speaker
Comprehension—complete for situations
Pronunciation—native
Grammar—no errors
Vocabulary—complete control as in own native tongue
Fluency—complete, equivalent to educated native speaker

READING

R-1 Able to read elementary lessons or common public signs

R-2 Intermediate lesson material, simple colloquial texts

R-3 Non-technical news items or technical writing in special field

R-4 All styles and forms of the language pertinent to his needs

R-5 Reading proficiency equivalent to educated native speaker

TABLE 1. **Time Requirements for Foreign Language Achievement (Months)**

Typical Languages	S-1, R-1 Aptitude			S-2,R-2 Aptitude			S-3,R-3 Aptitude		
	High	Average	Low	High	Average	Low	High	Average	Low
	Intensive study 4–6 hours class per day plus 2–4 hours drill/study								
German, Spanish French, Swahili Italian, Swedish	1	2	3	2–3	4	7	4–5	6–7	
Czech, Polish, Russian, Greek Persian, Malay	2	3	4	6	8	12	10	15	
Hindi, Hungarian, Hebrew, Turkish Thai, Tagalog	2–3	3–4	5–6	8	10		12	18	
Arabic, Chinese Japanese, Korean	3	4	•	12	15		20	25	
	Part-time language training, 1 hour class and 1 hour study/day								
German, Spanish French, Swahili Italian, Swedish	3	5	9	8	12	18	15		
Czech, Polish, Russian, Greek, Persian, Malay	5	8	12	12	18				
Hindi, Hungarian, Hebrew, Turkish Thai, Tagalog	6	12	18	15					
Arabic, Chinese Japanese, Korean	6	12		24					

Modern Language Aptitude Test (MLAT); average aptitude a score to 50-64, and low aptitude a score of 49 or lower.

THE ROLE OF LANGUAGE IN AN EXPERIENCE ABROAD

The fact that foreign countries are beginning to require a certain level of language competence from all enrolled foreign students necessitates that more effort be spent in encouraging students to begin study of foreign language at the beginning of their academic careers. Statements such as those recently issued by France compel the international education office to inform students and language departments about the absolute necessity of such study.

To assist the advisor wishing more information on the subject of language learning, a list of sources of materials and schools offering intensive language programs is given below. See also Appendix 8.

Sources of Information and Materials for Language Learning

Foreign Service Institute, State Department, Washington, DC. A good source of texts with correlated tapes for many languages.

School for International Training, Brattleboro, VT. Texts with correlated tapes in 19 languages; intensive language programs open to the public.

Cooperative Listing of Interim Term Courses, Association for Innovation in Higher Education, P.O. Box 12560, St. Petersburg, FL 33733.

A Provisional Survey of Materials for the Study of Neglected Languages, 1717 Massachusetts Avenue, N.W., Washington, DC 20036. An annotated listing of teaching materials, readers, grammars, and dictionaries for 382 languages.

Survey of East European and Russian Language Institutes and Courses Offered by American Universities in the U.S. and Europe, The International Research and Exchanges Board, 110 E. 59th St., New York, NY 10022.

The World's Languages, Stechert-Hafner, Inc. 31 E. 10th St., New York, NY 10003. A catalog of grammars, including phrase books, conversation manuals, readers, and self-teaching methods, and dictionaries, including general and specialized, for several hundred languages, annotated.

Information Sources in Linguistics. Frank Rice and Allene Gruss, Center for Applied Linguistics. A bibliographical handbook.

Completed Research, Studies, and Instructional Materials in Modern Foreign Languages, National Defense Language Development Program, Superintendent of Documents Catalog No. FS5.212-12016-65.

Textbooks in Spanish and Portuguese, Marta de la Portilla and Thomas Colchie. Clearinghouse on Languages and Linguistics, 62 Fifth Ave., New York, NY 1011. An annotated list.

Textbooks in German. Buck and Hasse. Publications Center, Modern Language Association, 62 Fifth Ave., New York, NY 10011. An annotated bibliography.

Study Abroad, International Scholarships and Courses, United Nations, 1974. A list of scholarships and courses offered by individual countries.

Whole World Handbook, CIEE.

The New Guide to Study Abroad, John Garraty, Lily von Klemperer and C.J.A. Taylor. Harper and Row, 1974.

List of Schools Offering Intensive Language Programs

I. Language Schools Offering Programs on a Continuing, Year-Round Basis

A. United States

The School for International Training, Brattleboro, VT 05301

Goethe Institute, 170 Beacon St., Boston, MA 02116 (found in several major U.S. cities)

Educational Solutions, Inc., Gattegno Language School, 80 Fifth Ave., New York, NY 1011.

The French Institute—Alliance Francaise de New York, 22 E. 60th St., New York, NY 10022 (found in several major U.S. cities)

Monterey Institute of Foreign Studies, P.O. Box 1978, Monterey, CA 93940.

Berlitz Schools of Languages (found in several major U.S. cities)

Sullivan Language Schools (found in several major U.S. cities)

Rosetta Stone Language School, 53 Catalina Lane, Nashua, NH 03060

B. Overseas

Almost all foreign universities offer language programs for foreign students (check with the consulate of the country here in U.S.)

I.D.E.L. (Instituto de Idiomas y Culturas Latinoamericanas, A.C.), H. Preciado No. 308, Apdo. 1271, Cuernavaca, Morelos, Mexico

CIDOC (Centro Intercultural de Documentacion) Rancho Tetela, Apdo. 479, Cuernavaca, Mexico

Centros de Idiomas, ILEMSA, Sucursal Hamburgo, Hamburgo No. 63-P.B., Mexico, D.F., Mexico

Cuauhnahuac, Apdo. C-26, Cuernavaca, Mexico

Instituto Allenda, San Miguel de Allende, Gto., Mexico
Calla-Calla, Cochahamaba, Bolivia
Institute for American Universities, 27, place de l'Universite, 13625 Aix-en-Provence, France
DIDAC, Boite Postale no. 1, 92430 Marnes-la-Coquette, France (or 3 Channing Place, Cambridge, MA 02138)
TUTOR, Center of Applied Linguistics, 20, rue de Lausanne, Geneva, Switzerland
Goethe Institut, 8 Munich, Lenbachplatz, Germany (centers all over Germany)
Eurozentrum Deutschland, 5 Koln 51 (Marienburg), Germany. (information also available on the associated schools in Europe and the U.S.)
Scuola per Stranieri, Perugia, Italy
The Academy of Language, 183 Shahreza Ave., Chabar Rah–E College, Tehran, Iran
Eurocentres: Head Office, CH-8038, Zurich, Seestrasse 247, Switzerland
Middlebury College Language Schools (overseas) Sunderland Lanaguage Center, Middlebury, VT 05753
USIS Bi-National Centers: in most countries. Write to the U.S. Embassy in the country.

II. Institutions Which Periodically Offer Language Programs (especially in the summer)

A. United States

Middlebury College Language Schools, Sunderland Language Center, Middlebury, VT 05753
New School, 66 W. 12th St., New York, NY 10011
Yale University Summer Language Institute, 405 Temple Street, New Haven, CN 06520
Georgetown University Summer Institute, Washington, DC 20007
Brown University, Summer Language Program, Modern Language Board, Box E, Providence, RI 02912
Eastern Washington State College, Cheney, WA 99004

B. Overseas

Centre d'Etudes Internationales de Montreal, Inc., C.P. 427 Station N, Montreal H2X 3M4, P.Q., Canada
Laval University, Direction des Cours d'ete, Bureau 2417, Pavillion de la Bibliotheque, Cite Universitaire, Quebec 10e, Canada
Luberon College, 8 rue Gibelin, 13625 Aix-en-Provence, France
FACETS (Franco-American Committee for Educational Travel and Studies), 683 Fifth Ave., New York, NY 10022.
Council on International Educational Exchange, 777 United Nations Plaza, New York, NY 10017
Programs in Austria, sponsored by the Iowa Regents Universities, Prof. Karl Odivarka, Dept. of Foreign Languages, University of Northern Iowa, Cedar Falls, IA 50613

Related Appendices

8. "The Role of Language in an Overseas Experience" Alvino Fantini page 68

V. PROGRAM EVALUATION AND TRANSFER OF CREDITS

"Standards must be established for assessing quality of study programs abroad. The issue is not whether standards can be established, but it is the more difficult matter of what standards are to be applied. For study abroad standards can be established.... if we can reach agreement about the outcomes desired as a result of that experience. That, of course is the crux—what do we desire as the outcome?

ALLAN O. PFNISTER

Evaluation of programs, or the problems involved in identifying what an advisor considers quality in study abroad programs for his students, is a major concern. There are no easy solutions to the problematic question of how best to make a comprehensive and valid assessment of program quality. There are no standard procedures and no generally accepted criteria. Judgements and decisions regarding the quality of a particular program, or type of program, are most often based on tradition, expedience, contractual commitments, personal experience and all too frequently, a lack of factual information.

There is much inconsistency, also, in the matters of evaluation and transfer of credits. Regional accrediting associations traditionally have facilitated the transfer of credits earned by students in overseas programs sponsored by an accredited institution. The approval of the accrediting association is taken as evidence that the institution and its programs meet the standards of other colleges and universities and the association itself. As a result, many institutions grant credit for overseas study completed under the auspices of an accredited institution. The unfortunate fact is that often, while the home campus curricula is highly satisfactory, the actual study undertaken overseas does not reach such standards.

Conversely, many institutions will not grant credit for course work or field study completed under the auspices of a program sponsored by a private organization or an agency which is not accredited or not formally linked to a foreign, degree-granting university (e.g., the Institute of European Studies, the American Institute for Foreign Study, the Foreign Study League, or such foreign based institutions as the Universidad Jaime Balmas in Mexico, and Schiller College in several West European countries). Unfortunately a few of these organizations offer programs which are satisfactory and would be accredited by an accrediting agency.

An illustration of the complexities and inconsistencies of accrediting can be found in the case of a student who elects to study under the auspices of Danmark Internationale Studenterkomite (Danish National Committee, DIS) in Copenhagen. The student may not receive credit for work performed since DIS is a special organization catering to foreign students and not a Danish degree-granting institution. However, the same American student could participate in an accredited U.S. university program which delegates the teaching and grade report responsibilities to DIS. Evaluation and grade reports will be provided by DIS, but since the student is enrolled at a U.S. university, paying an extra tuition fee, that university will usually place on its transcript the record of work completed by the student. It is the same course work pursued by a student directly enrolled with DIS, but the administrative arrangement with the American institution theoretically places the course work under the university's accreditation umbrella. In such cases, most U.S. institutions will grant transfer credit, even though the relationship of the student and the university to DIS remain essentially unchanged.

Evaluation of Programs

The absence of an accepted set of criteria for evaluating study abroad programs makes it very difficult to determine which programs American undergraduates should be encouraged to consider. However, study abroad advisors can attempt to gather and interpret available data concerning various types of study abroad programs and thereby develop some criteria about the quality of the programs, remembering that a program may radically change from year to year due to certain changes such as the location of facilities or the person serving as resident director.

When no knowledge of a program is available, it is recommended that the advisor follow these steps in order to obtain information:

1. Determine whether the program is sponsored by a regionally accredited U.S. college or university or a degree-granting foreign university. Such a determination provides at least minimal assurance that the quality of the program is likely to be acceptable.

2. Study the program descriptions and other information issued by the sponsoring institution or agency, keeping in mind that this literature will usually not present a fully objective report about the program, and may at times contain misleading information (i.e., representing a room in a pension as a "homestay", or depicting a German literature course as a regularly scheduled German university course when in fact it is being taught by a U.S. master's degree candidate hired for the purpose).

3. Obtain opinions about the program from other study abroad advisors, consulting those whose institutions have refused to grant credit for the program as well as those whose institutions have.

4. Request opinions about the program from students from other institutions who have participated. In requesting students' names, study abroad advisors should remember that a student's permission should be obtained before releasing his name and address. (Note: A program sponsor who is not willing to provide the names and addresses of former participants is more likely to represent a questionable program than one who is willing to provide this information.)

5. Request information about the program from United States Information Agency or U.S. embassy staff in the country where the program functions.

6. Obtain feedback and evaluations directly from students who have participated in such programs when they return to the home campus.

7. Review the results of the sponsoring institution's evaluation of the work performed for academic credit by the students, remembering that a "good" evaluation may be one which criticizes the program and makes suggestions which will probably lead to constructive change.

In evaluating programs sponsored by his own campus, an advisor should take a number of program elements into consideration, and should use these general categories of criteria in evaluating programs sponsored by other institutions as well. Guideline categories as discussed in the CIEE **Guide to Institutional Self-Study and Evaluation of Educational Programs Abroad** (see below), include the following: educational aims and objectives (are they met? are they realistically explained?), selection of participants (what requirements are there?), preparation and orientation (what are the reading lists? when are they sent to students? what does the orientation consist of?), counseling and guidance (is assistance given to students in obtaining credit transfer? is general academic counseling given?), the cross-cultural encounter (how is an attitudinal change measured?), and program evaluation (what sort of evaluation process is used? are the evaluations available for study?).

Other questions should also be asked concerning the faculty and staff, the facilities, the exact course curriculum, the academic requirements of the student while overseas, testing and grading, and finances and administration. The process is not an easy one, but the end product will be that an advisor will be able to conscientiously counsel the students on his home campus.

The following publications concerned with the quality of study abroad programs may be of some assistance:

Checklist of Basic Questions for Evaluation of Programs Abroad, SECUSSA, 1970.
The 43 items contained in the list cover a wide range of topics, all of which should be taken into account in an attempt to include all important aspects of evaluating a study abroad program.

Policy Statement on Undergraduate Study Abroad, Federation of Regional Accrediting Commissions of Higher Education (FRACHE), 1967.
A revised edition was issued in 1973. Within the past decade a FRACHE team evaluated twelve programs in Spain and France, all of which were operated by regionally accredited U.S. colleges and universities. The criteria used are described in FRACHE's 1967 policy statement. The results of these evaluations were reported only to the institutions involved, and no attempt was made to inform the public about excellent or mediocre programs.

A Guide to Institutional Self-Study and Evaluation of Educational Programs Abroad, Council on International Educational Exchange (CIEE), 1965.
The primary function of this publication is "to facilitate the evaluation of an overseas educational program by the sponsoring institution or organization itself". It was designed for use by directors of

study abroad programs, but also serves as an excellent device for an advisor studying someone else's program to determine whether or not it meets previously established criteria of his own university.

International Education: A Directory of Resource Materials on Comparative Education and Study in Another Country, Lily Von Klemperer, 1973.
A bibliography which includes 15 publications under the heading "Evaluation of U.S. Sponsored Study Abroad Programs". Most of these emphasize evaluating the value of study abroad. Those few which do address the problem of evaluating study abroad programs focus on programs operated by accredited U.S. institutions.

A Word of Caution, U.S. Dept. of State.
A brief pamphlet which contains eight general questions related to services offered and fees charged by academic and non-academic programs abroad. It does not really address itself to the problems of evaluating the academic worth of a study abroad program.

Evaluation of Summer Schools for American Students and Teachers of Spanish in Mexico and Spain: A Progress Report, American Association of Teachers of Spanish and Portuguese (AATSP), Eugene Savaiano, Secretary-Treasurer, Wichita State University, Wichita, KS 67208, 1974.
Contains reports of 33 programs in Mexico and 45 programs in Spain reviewed by an AATSP team of evaluators.

Evaluation of Undergraduate Programs: In What Way Should Evaluation of Oversees Study Programs Be Included in the Accreditation Process for Colleges And Universities? Allan D. Pfinster. Occasional Papers on Undergraduate Study Abroad, No. 15, CIEE, New York, 1969. Free

There is a vital need for a uniform evaluation system for measuring the quality of study abroad programs. FRACHE is continuing to study the problem and to consider effective ways for dealing with it. During the SECUSSA Workshop, a task force was set up and charged with identifying objective criteria by which study abroad programs can be evaluated, in order for advisors to have a realistic means of determining the quality of programs and so that a rational, academically defensible and feasible policy toward credit earned in such programs can be developed for their own institutions.

The Transfer of Credit

If there were presently an accepted standard already existing for program evaluation, the problem of credit transfer would not be such a large one. As it now stands, another dimension of the advisor's role is counseling the student about the transfer of credit for study completed overseas and identifying appropriate procedures for the determination of credit.

For the student who is participating in a program operated by the home college or university, there should be no problem of acceptance of credit, since credits earned abroad are not substantially different than those earned on the home campus. The advisor should caution the student, however, in cases where there might appear to be a problem in meeting specific degree requirements. This generally depends upon a departmental decision, and the student will be well advised to resolve any credit questions prior to undertaking an overseas study option. In any event, the advisor must determine who has the authority to grant credit for overseas study, and in whose hands rests the authority to recognize transfer of credit from another accredited institution.

Authority to grant credit varies greatly from one institution to another. Some of the most common arrangement are as follows:

1. The chairman and departmental committees review all transfer credit requests and make final determination on what is acceptable toward a degree in their field. They forward this determination to the campus records office for validation. Challenge exams and interviews with the student requesting credit might be required before transfer credit is granted.
2. The academic dean has the authority to make recommendation for credit to the records office. The department may or may not be consulted. Challenge exams and interviews may be required.
3. The admissions and records office has authority to grant transfer credit without consultation with department of discipline area. No challenge exams or interviews are needed except in the case of unusual situations or incomplete academic records.
4. The advisor for study abroad has the authority to grant credit, similar to the admissions and records procedure above.
5. A combination of two or more of the above may work together to decide about credit acceptance.

The advisor should make every effort to utilize the resources of the campus and establish an academic advisory resource guide for students and faculty. Advisory committees should be developed for this purpose. The advisor should encourage departments to help students make appropriate choices in their planning for overseas study well in advance of departure.

The actual process of academic advising is dependent upon the type of credit a student wishes to receive (major department versus free electives, for example) and how credit is granted on that particular campus. If a student wishes credit for overseas study

to count toward major department requirements, the department must be directly involved in the total advising process. There are several approaches which might be used.

First, the student who wishes to go overseas and receive credit within his major department meets with the study abroad advisor and after reviewing study possibilities, decides upon a program which most closely meets his objectives. The student should then request a prospectus of the study program from the sponsor, review it, and develop a tentative plan. The student should next meet with the major department advisor to discuss the prospectus and the feasibility of the proposed study plan, asking the department advisor to approve the program for transfer credit. During these discussions there may be consultations with other credit-granting academic authorities.

When an agreement is reached it should provide guidelines and minimum requirements for the student in order to assure acceptance of the transfer credits. The advisor should review the department's recommendations with the student and ensure that all concerned parties are fully aware of the elements needed to guarantee the program's viability. This procedure differs from campus to campus, but such a procedure, effectively and carefully followed, would eliminate problems which are sometimes faced by returning students regarding acceptance of credit earned overseas.

If the student wishes to receive only elective credit, the process of advising may be dependent upon the manner in which transfer credit is normally granted. If an academic department is not directly involved, the advisor will probably play the major role in advising and will work directly with the admissions and records office in terms of validating the program and establishing the academic value of it.

Probably the best advice an advisor can provide is to urge each student to review the questions and issues outlined in this section, and to pursue the appropriate avenue of inquiry to make sure there are no problems left unresolved before the student leaves the home campus.

The problems of evaluation and credit transfer are major problems for any advisor. It is to be hoped that proper accrediting procedures and accreditation for study abroad programs will soon be effected. Until such time, however,it is within the realm of the advisor's duties that he be the most knowledgeable person on the campus in this area.

At the minimum, advisors should work toward careful evaluations of all programs offered on their home campus. Assuming that a careful evaluation will, in the end, improve a program, this work will better a student's chance of participation in a program which is not only suited to his individual goals and objectives, but also is more likely to be fully accepted as transfer credit.

*Portions of this chapter have been adapted from **Criteria for Evaluating Independent Study Abroad Programs**, a dissertation proposal prepared by James S. Frey for the Department of Higher Education at Indiana University.

Allan O. Pfnister. "Improving the Educational Quality of study abroad programs: Can standards be established?" **Occasional paper No. 16**, P. 1. The Council on International Educational Exchange. New York: 1970.

Related Appendices

9. Checklist of Basic Questions for Evaluation of Programs Abroad page 70

10. Program Evaluation Form Samples
   A. Outline of On-Site Evaluation Interview with Program Director page 71
   B. Outline for On-Site Evaluation Interview with Host University and/or Adjunct Faculty page 74
   C. Outline for On-Site Evaluation Interviews with Student Participants page 75

VI. PROGRAM DEVELOPMENT

> *"With 123 study abroad programs in France alone, varying in length from one month to one year, and scope from language study to barely disguised tourism, it seems we should concern ourselves more with cooperative efforts than with continuing the overwhelming proliferation of programs, both good and bad."*
>
> *AN ADVISOR*

The study abroad advisor may be involved in a number of significant activities related to work, study and travel abroad, but the first priority will be the international programs of his own institution, whether these are well-established activities, ideas in the pilot stages of development, or proposals submitted by the language departments. Participants in the SECUSSA workshop discussed two aspects of program development and maintenance: (1) the process involved in establishing an overseas program, and (2) the concern that administrators of new programs, as well as those already in existence, be cognizant of the need to build into the program design the opportunity for the host country or institution to exchange students, faculty and programs on a more reciprocal basis.

The first step in establishing an overseas program is to investigate the already existing programs which may adequately serve the needs of students interested in studying abroad. Within the last fifteen years, the number of academic programs abroad has increased dramatically, and before starting a new program, a well-informed advisor should be able to refer any student to a program that is not only appropriate to his needs, but which also conforms to the institution's criteria for overseas study.

The second step is to investigate the possibility of cooperation with other institutions. The development of a consortium or other cooperative arrangement can save money and make more effective use of faculty and administrative personnel, while ensuring that one's college or university has a voice in the administration and operation of the program.

In both cases, the number of opportunities available to students on your campus is increased without contributing to the proliferation of programs abroad, a situation which is causing some alarm on the part of foreign institutions whose facilities have been taxed by the number of U.S. program sponsors utilizing them.

If after full investigation and evaluation of existing programs, the decision is made to develop a new program, the following procedure is flexible enough for individual variation and can be applied to any institution.

It is assumed that the overseas study program will be considered an integral part of the sponsoring campus' academic offerings, that residence credit will be granted, and that participating students will qualify for financial aid as they would if they remained on campus. The suggested procedure also presupposes that the institution supports the concept of international education, and further assumes that the program is academically sound and/or professionally valid and that the legal advisor's office has been consulted regarding the preparation of a "Release and Assumption of Risk Form" (see Appendix 12). While the following example is designed for use in coordinating a program with twelve or more students, it can also

be used with some modifications for small groups of students travelling abroad with a tutor.

First, the advisor must determine whether there is a need to establish a new study abroad program, a real need which cannot be met by an already existing program.

Second, the advisor must identify the university's chain of command through which the program proposal must pass in order to be approved.

Third, the advisor must develop a detailed, convincing proposal. It is important for the advisor to keep in mind that a minimum of one year's lead time, prior to the actual date of departure, is required for pre-planning. The proposal should include detailed descriptions and discussions of the following areas: purpose and goals of the program; academic program components, including curriculum, credit and evaluation; the necessary faculty and staff and their qualifications; logistics, including transportation, housing, meals and insurance; the physical facilities, library resources and other support structures; a description of the academic affiliation abroad, if any; a sample student contract outlining the financial arrangements and liabilities; and all necessary supporting materials.

Also crucial to the proposal is the preparation of a budget. A sample itemization of income and expenses should at least include the following items:

Income: The budget must snow how many students, at what fee per student, are necessary for the program to be self-sustaining. The Income will include tuition, fees, special school fees, administrative fees, as well as other incoming funds such as those for transportation, housing and meals.

Expenses: The expenses of the program will include salaries and per diems for both U.S. and host national staff, transportation (from the U.S. to the overseas site, and perhaps special study trips and return transportation as well); an overhead cost to the sponsoring institution which will cover transcripts, records, legal fees, preparation of the budget and other services; office supplies, postage, telephone and cables; rental of facilities and the accompanying utilities; program publicity; student housing and meals, and miscellaneous.

Writing the proposal and obtaining the necessary approval may prove to be the easiest part of the preparation for an overseas program. The advisor responsible for the program will need to be continually aware of all program developments, double-checking all technical and logistical arrangements, and keeping a watchful eye on program costs. Fluctuations in the world monetary market may influence the financial success or failure of a program, and a provision to cover devaluation may need to be included in the budget. The advisor will need to work out procedures for administering program funds which are acceptable to the institution. It may be helpful to work out either individual or group budgets for students which clearly identify costs, expenses and maintenance allowances for specific programs.

It may also be helpful for the advisor to prepare a general set of guidelines for interested faculty who may be planning a program in the future. Such guidelines should provide helpful information to the faculty member on matters as varied as the timing of the program, budgetary matters, and proper procedures to follow in gaining acceptance for the program within the institution. (See Appendix T1 for such a document presently in use.)

Before beginning the process of developing program proposals, it is suggested that the advisor become familiar with a number of reference materials cited elsewhere in the **Sourcebook**. (See Chapter III, Overseas Programs.) These will provide background reading on the types of programs already in existence, their locations, the types of questions which will be raised in any evaluation of either new or exisitng programs, and advice on making the necessary technical and logistical arrangements.

Finally, the advisor needs to be aware of the issue of reciprocity and be prepared to deal with it in relation to new program proposals, and in working out plans with the host national institutions and organizations overseas.

Reciprocity

Briefly stated, reciprocity refers to the need for a more balanced rate of student exchange, particularly between Western Europe and the United States. The issue arises from the fact that large numbers of American students, and the programs which support them, make use of space, facilities, low tuitions and resources in European universities and institutions, while there is no equivalent increase in programs, support and resources for European students at American institutions. There has been increasing concern about this issue on the part of foreign governments and universities, and it has become an important topic among advisors and institutions sending U.S. students abroad.

While foreign institutions are generally supportive hosts of U.S. study abroad programs, such programs do represent a significant drain on foreign educational resources. If at all possible, the development of U.S. programs abroad, and the refinement and planning for existing programs, should include some element of reciprocity in order to balance the benefits enjoyed by U.S. institutions whose programs are hosted abroad. Unless solutions are found, the time may come when U.S. advisors and institutions will find themselves attempting to send American students to a dwindling

number of overseas locations as host governments and institutions, out of necessity, set quotas or limits for Americans.

For example, if a major European country finds it necessary to reduce its hospitality to formal American study abroad programs by a factor of fifty percent in order to devote university and institutional resources to the education of growing numbers of host national students, it is conceivable that all but a few well-established and prestigious study abroad programs, with strong institutional ties, could be curtailed or cancelled. Thus a smaller institution in the U.S., perhaps with an excellent study abroad program, might find itself without a satisfactory link to a university overseas. The independent study program model might offer one alternative, but the advisor might also wish to explore ways to work out mutually satisfying exchanges between the U.S. institution and one or more institutions abroad, particularly in making enrollment for a term or a year at U.S. institutions more readily accessible to students from abroad.

It is suggested that the advisor contact the Cultural Attaches of U.S. Embassies in countries involved, and their counterparts in the United States. It would be useful to contact the Bureau of Educational and Cultural Affairs of the U.S. Department of State in Washington, DC as well. These agencies and professionals should be able to provide accurate information concerning the issue of reciprocity in a given country, as well as advice about whom one should contact in the host institution overseas to negotiate possible reciprocal arrangements. It is advisable to encourage the host institution to propose its own reciprocal program or activity, rather than impose a program conceived in the United States.

These agencies should also be able to give the advisor current information concerning any regulations which might pertain to and affect reciprocity. It also may be helpful to contact other American institutions of higher education to learn what arrangments they have made for reciprocity in their own study abroad programs.

The study abroad advisor should be aware of the implications of reciprocity, and should be prepared to recommend ways in which the institution might begin to deal with the issue.

Related Appendices

11. Guidelines in Developing Foreign Study Programs page 77

12. Release Form page 79

VII. FINANCIAL AID

> *"Money speaks sense in a language all nations understand."*
> *APHRA BEHN*
> **(The Rover)**

As a financial aid counselor, the study abroad advisor becomes both entrepreneur and magician. The advisor, in a literal sense, is responsible only for informing students of existing sources of financial aid. The adept advisor, however, is constantly seeking new sources of assistance, and encouraging initiative and creativity in students as they attempt to obtain funding. The enterprising student and advisor may find sources of financial aid in unusual and unlikely places. A good rule to follow is that any source is worth investigating.

A student should be urged to obtain scholarship information from any program he is considering and should be encouraged to seek an award from one of the large national scholarhsip programs, such as Fulbright-Hays. The student should also be informed that such awards have a narrow focus, difficult-to-meet deadlines, age and/or degree qualifications, and field and/or language limitations.

It is essential that the advisor be candid with the student about prospects for raising funds for overseas study. The student's financial situation should be discussed in the first interview, i.e., how is the student currently financed, will the overseas program cost more than he is presently paying, can he or his family make up the difference? Even if chances for obtaining financial aid seem minimal, the advisor should not be totally pessimistic—there are many awards and someone wins them.

Before the advisor can establish the student's eligibility for financial aid, he will need to know the following: student's country of citizenship, grade level, grade point average, and existing financial resources. For specific fellowships, the advisor might also need to know the student's birth date, major and minor fields of study, language proficiency, and future personal and professional plans.

If the student has limited funds, he might first consider low-cost programs. Students who participate in overseas programs sponsored by their own institutions are generally eligible for the same financial aid they would receive if they stayed on campus. Another alternative would be programs sponsored by state-supported institutions in the student's home state, where he would be eligible for in-state tuition. If the suggested programs are not what he desires, then other funding must be considered.

In pursuing funding possibilities,it is important for the advisor to maintain a list of organizations which have either fellowship programs or considerable expertise in the international field. Both the advisor and the student must keep in mind the fact that there is a definite lack of funding for undergraduates for overseas travel and study. The following are particularly useful sources of current information:

African American Institute (AAI)
866 United Nations Plaza
New York, NY 10017

Federation des Alliances Francaises
527 Madison Avenue
New York, NY 10022

American Council of Learned Societies (ACLS)
365 East 46th Street
New York, NY 10017

American Friends of the Middle East (AFME)
1717 Massachusetts Avenue
Washington, DC 20009

Council for European Studies (CES)
G-7, Mervis Hall
University of Pittsburgh
Pittsburgh, PA 15260
(western Europe only)

Committee on International Exchange of Scholars
2101 Constitution Avenue
Washington, DC 20418

Institute of International Education (IIE)
809 United Nations Plaza
New York, NY 10017
(administers Fulbright-Hays graduate grants and others)

International Research and Exchanges Board (IREX)
110 East 59th Street
New York, NY 10022

The Kosciuszko Foundation
American Center for Polish Studies
15 East 65th Street
New York, NY 10021

Latin American Teaching Fellowships
Fletcher School of Law and Diplomacy
Tufts University
Medford, MA 02155

National Endowment for the Humanities (NEH)
Division of Fellowships
2101 Constitution Avenue
Washington, DC 20418

German Academic Exchange Service (DAAD)
One Fifth Avenue
New York, NY 10003
The Danforth Foundation
222 S. Central Ave.
St. Louis, MO 63105

John Simon Guggenehim Memorial Foundation
90 Park Avenue
New York, NY 10016

The Japan Foundation
Suite 430, Watergate Office Bldg.
600 New Hampshire, N.W.
Washington, DC 20037

Organization of American States (OAS)
Office of Fellowships and Training
17th and Constitution Avenue, N.W.
Washington, DC 20006

Rhodes Scholarship (also Marshall & Churchill awards)
Education Attache
British Embassy
3100 Massachusetts Avenue
Washington, DC 20008

Social Science Research Council
Fellowships and Grants
605 Third Avenue
New York, NY 10016

Several of the publications listed in the bibliography in Chapter III, Overseas Programs, also contain information on grants and fellowships or refer to additional publications, containing information.

It is important for the advisor to be aware of the major fellowship organizations in the international field and of the changing foci of different programs. Several publications on grants and fellowships should be in the office library for reference. The following are particularly important.

Grants for Graduate Study Abroad, IIE, New York, Free.

Handbook on International Study for U.S. Nationals, IIE, New York, $7.00. Useful for lists of organizations in the field.

Study Abroad, UNESCO, $6.00. Published biannually it is widely used but curiously named; it deals with funding, not study. Written in three languages, it lists scholarships and fellowships for nationals in all countries. Difficult for advisors and students to use.

Annual Register of Grant Support, A. Rentsky, ed., Academic Media, Inc. 1971. $40. A superb book. It would be excellent in your institution's library. Time-consuming to use, but a fine source of reference for the enterprising student.

Grants Register: 1973-75, Roland Turner, ed., St. Martin's Press, New York, 1973. $17.50. Best book of its kind. Beautifully indexed and easy to use. Revised annually. Indispensable.

Fellowship Guide for Western Europe, Council for European Studies, University of Pittsburgh, 1974. $2.00. A very useful small pamphlet.

Fellowships, Scholarships and Related Opportunities in International Education. Division of International Education, University of Tennessee, Knoxville, TN 37916. $2.50. A thorough, comprehensive pamphlet written for University of Tennessee students. Excellent for all advisors.

Foundation Directory, Marianne O. Lewis, ed. Columbia University Press, New York, 1971. $15.00. Excellent for reference purposes.

Awards for Graduate Study and Research Overseas, National Academy of Science. Free. Useful listing of government awards in brief pamphlet form.

A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for U.S. Citizens, The Fellowship Office, Office of Scientific Personnel, National Research Council, 2101 Constitution Ave., N.W. Washington, DC 20418.

Overseas Opportunities for American Educators and Students, L. Mathies and W.R. Thomas, MacMillan and Company, New York, 1973, $9.95.

Catalog of Education Assistance Programs
American Students and Teachers Abroad
Opportunities Abroad for Teachers, all available from International Studies Branch, Division of International Education, Office of Education, U.S. Dept. of Health, Education and Welfare, Washington, DC, 20202.

In addition to keeping current information on hand, the advisor should be aware of other potential resources on his own campus and make use of them. In many cases, knowledge of key people and office may make the advisor's job much easier.

The most important person the advisor should know in this respect is the financial aid officer on campus. That individual (or his office) administers federal loans and grants, state and federally insured bank loans, university scholarships and grants and other monies. Government grants, both state and federal, and loan programs are available to students enrolled in sponsored programs of accredited U.S. institutions; however, these funds apply only to programs that are considered residence credit programs (e.g. the student maintains his campus residence even while overseas). If the study abroad advisor can establish a good working relationship with the financial aid officer, and can arrange for specific personnel to handle financial arrangements for all students going abroad, the quality of financial aid advising will be improved and the advisor will have gained another ally and advocate for overseas study on his campus.

In addition to the financial aid office, the advisor should ascertain which other offices or committees might be involved in financial aid matters such as the Treasurer's office, the campus Veterans' Administration office (G.I. Bill funds can often be used overseas) and the Foreign Student office. The advisor should also be familiar with the personnel in the Student Accounts office and with any faculty members who serve on screening committees for fellowships. If possible, the advisor should be a member of such committees.

Once an advisor has located the sources of funding, there are additional problems which he might encounter on his campus. For example, most institutions are reluctant to transfer funds to programs sponsored by other colleges or universities. They see this as a financial loss to the home institution. It is important that the advisor consult with the financial aid officer on campus to determine when and under what circumstances money may be transferred. Generally speaking, most institutions do not have a set policy on transferring money for students wishing to study abroad. It is most helpful if the advisor can work with other involved persons on campus and formulate such a policy. This will save the students much unnecessary aggravation and will enable the advisor to work with students on financial aid matters more effectively.

Another problem which faces the advisor is that of raising money for his office or for study abroad projects. It is in this capacity that the advisor must make use of all his entrepreneurial skills. Many advisors have been successful in raising money from organizations and private individuals interested in international education. If the institution has a Development Office, it should be consulted before the advisor submits any fund-raising proposals. This will often result in wise and experienced counsel from the fund-raising professional and will avoid conflicts of interest which could be embarrassing to the office and to the institution. The advisor should also consult with local clubs, such as the Elks, Rotary International, Lions, local business or ethnic organizations. Such groups often have small scholarships available for qualified students.

Most importantly, the advisor must expend considerable effort in tapping the resources available to him. He must be patient, creative and persistent, and in that way he may ensure that his office will have some measure of success.

VIII. ORIENTATION FOR U.S. STUDENTS

> *"What is all this fuss about orientation? What social or cultural errors could I possibly make?"*
>
> *A STUDENT*

In simplest terms, orientation may be defined as a preparation for a meaningful sojourn in another culture. Orientation programming can be a very exciting prospect for a study abroad office, not only because it involves the advisor directly in the student's preparation, but also because it affords substantial latitude and opportunity for creativity. Each student should look forward to and have the best possible experience overseas, culturally, intellectually, psychologically and socially, and pre-departure orientation is an opportune time for setting the tone for the whole process.

This chapter deals primarily with pre-departure orientation, since that is the phase which comes directly within the range of the advisor, but it should be noted that orientation, ideally, is an on-going process. While pre-departure orientation sets the tone and can be instrumental in encouraging good standards of behavior and performance abroad, the internal process should continue while the student is abroad and carry through on the student's return to the home campus. These three phases, pre-departure, self-orientation abroad, and reflection and discussion upon return, round out a full orientation cycle and are vital elements in the overall success of the student's program and experience.

Why Pre-Departure Orientation?

The value and importance of orientation, and questions about it, have sparked dialogues at many conferences and on many campuses. There are those who feel that orientation is a waste of everyone's valuable time. Others feel that an overseas program with no orientation component, other than technical travel details, is a derogation of responsibility, and that such a program misses the essential point of the educational opportunities involved. Some advisors feel that an orientation should steer clear of discussions of values, attitudes, behavior, and approaches with most groups of students since the students may offer resistance and impatience, or grim tolerance, towards the ideas central to the orientation program. Other advisors feel that even if these responses are elicited from students, an advisor should still offer the chance for an attitudinal change to a student before he goes overseas carrying cultural baggage with him, which may be a hindrance in the overseas setting.

Many advisors' attitudes about the need for orientation in study abroad counseling fall somewhere between these views. The most commonly accepted assumptions are (1) that the student who is capable of self-examination in this culture will be better able to tolerate actual differences and to adjust to the different modes of behavior that may be required in a new environment and (2) that the more open a student is to learning about the new culture and participating in its life, the more likely it is that both study and cultural learning objectives will be accomplished and that the overseas experience will be successful.

Objectives of Orientation

There are six variables which should be considered in designing an orientation program. Depending on the nature of the overseas experience, the emphasis may need to be shifted slightly one way or another, but some attention should be paid to the development of techniques and skills which will address themselves to each variable. These variables, adapted from Charles MacCormack of The Experiment in International Living, whose position paper may be found in Appendix 13, are as follows:

Self-awareness: Achieving sufficient understanding of one's own levels of identity, strengths, weaknesses, defenses, cultural bias, etc., to interact effectively in another culture.

Communication skills: Ability to receive, understand, and use verbal and non-verbal listening and ob-

servation skills in proper response to cultural cues.

Problem solving skills: Ability to define and analyze a problem within a certain cultural framework, choose the best alternative to solve the problem, implement the solution, and evaluate the process.

Learning skills: Ability to gather and organize information developed from traditional and non-traditional sources.

Social awareness: Ability to identify world issues and relate them to the host society and personal behavior.

Factual background: Knowledge of necessary technical information.

No single orientation program will meet all the needs of all students, although achieving all the objectives listed above might be regarded as the ideal orientation. Given the constraints of time, budget and lack of experienced personnel, it is not always possible for advisors and schools to accomplish all of these objectives. Advisors may find it necessary to select only a few manageable objectives in order to focus attention on the most important issues. Before planning a specific orientation program, the advisor should assess the individual's personal background, type of program, study projects, academic interests, and the latitude of change envisioned in the new culture. Practical considerations such as availability of facilities, time for planning and for actual orientation, the number of staff needed and their particular skills and talents, ought to be examined carefully. This exercise will enable the advisor to establish priorities in the process of designing an effective orientation, tailored to the needs of the students and the program.

How To Do It

Once the objectives have been determined, it is necessary to choose the format best suited to accomplish them. The range of choices includes the *workshop*, the *retreat*, the *seminar*, or the *single module* which concentrates on one specific aspect of the student's learning. The *field trip* has also proved useful in the development of entry and observation skills prior to the student's arrival in the host culture. *Independent study* and *individual counseling* are forms often used successfully in orientation, particularly in those situations where a *special course* has been designed for orientation. Decisions also need to be made concerning what form the presentations and activities should take, and what methods and approaches may be used. There are dozens of orientation procedures available, and it is important to have a specific orientation objective in mind when selecting a specific approach or procedure. For the purposes of this **Sourcebook**, two principal categories have been outlined: *cognitive* and *experiential*.

Cognitive learning techniques: Lectures, readings and tests all place emphasis on mastery of particular subject matter. Guided discussion of material will help to catalyze maximum learning efficiency. Films, slides and documentaries can be very effective, if carefully selected, and if they are presented intelligently and discussed in a thoughtful way.

Language learning is an extremely important component of orientation, and the teaching of culture and language together is an ideal arrangement. If time is limited, the advisor should at least attempt to emphasize the techniques for self-instruction and for language acquisition in the field.

Experiential learning techniques: There are a variety of activities and exercises which may help a student to become more aware of himself as a cultural being, and which demonstrate the ways in which the student may react or respond in a different cultural setting. These exercises are useful as teaching devices and have the added advantage of being enjoyable experiences for those participating. The discussions following these exercises and activities are generally marked by full participation, a general feeling of excitement and good will, and a tone of serious self-evaluation.

In *simulations*, a student learns how to deal effectively with an unfamiliar culture through participation in a staged environment—usually portraying a role not usual to him—during a compressed amount of time. The new situation is usually set up to include cultural differences centered on such issues as stereotyping, male and female roles, power, group goals, etiquette, acceptable behaviors, and non-verbal communication, as well as careful observation and attentive listening. With the use of such simulations as The Emperor's Pot (available from Don Batchelder, The Experiment in International Living), or Bafa Bafa and Starpower (available from Simile II, P.O. Box 1023, La Jolla, CA 92037), the advisor can lead the students to perceive themselves in relation to others, and to examine their own cultural values, assumptions and approaches in relation to other cultures and points of view. This can be accomplished in ways not readily equalled through traditional classroom assignments or discussions. A helpful resource is **The Guide to Simulations/Games for Education and Training** by David Zuckerman and Robert E. Horn, available from Information Resources, Inc., P.O. Box 417, Lexington, MA 02173. The second edition, published in 1973, costs $15.00.

The *drop-off* is an experiential process designed to increase skills in observation, to build self-confidence, and to provide the student with some systematic ways of collecting and storing knowledge in the field. The student is dropped off in a community which is unfamiliar, either a small town or a given area of a large city, and is expected to learn as much as possible about the community in the space of an afternoon, a

day or during an overnight stay. The student is required by circumstances to adapt to an unknown situation in which ambiguity, loneliness and the lack of familiar faces and landmarks generally forces a new look at one's ways of operating and solving problems. Communications must be opened up, acceptance gained, and the student has to deal with personal reactions while attempting to seek out the information needed to complete the assigned observation tasks. This process was developed by The Experiment in International Living in 1962, and is presently used with both graduate and undergraduate students at EIL's School for International Training. It includes a pre-drop-off introduction to a systematic observation guide, a two day field exposure in which the student must find a place to stay in the host community, and an oral and written report after the drop-off. John Duley of Justin Morrill College uses a variation which allows the students to develop their own system for observation.

A similar exercise is the *treasure hunt* in which students work either singly or in groups to accomplish a set of assigned tasks, such as gathering a list of items from an area of a community. *Role play* situations can be useful in demonstrating attitudes and behaviors. The concept of a *weekend homestay* with a family of a different background, somewhere in the locale of the university or college, engages the student in the process of adjustment and a conscious examination of his own motivation and behavior. The homestay with a host national family overseas becomes a natural extension of this mini-homestay within the American culture.

Critical incident writing and keeping a journal are useful skills to increase a student's self-awareness and understanding of his reactions to different situations, which can be practiced during the orientation period. These are more fully explained in Appendix 7.

The advisor should understand that while some of the experiential exercises described here have the appearance of fun and games, as opposed to concrete learning, the exercises do involve the student in the same kinds of reactions and responses which will be experienced overseas, and do provide an opportunity for the student to come to grips with important issues. The discussion or analysis which follows the experience, activity or simulation is of vital importance, for it is during this discussion that meanings and issues can be highlighted, drawn from the group sharing of feelings during the experience. Students themselves generally arrive at an understanding of certain key issues and feelings, having experienced the process personally, and having had the opportunity to compare notes and reactions.

Specific Models

The wide variety of techniques and components which can be used for orientation range from a semester long college-credited course to simple informational handouts. The participants in the SECUSSA Workshop outline three basic models of varying lengths: (1) "survival" orientation when only a few hours are available; (2) a workshop of two to three days duration; (3) a semester or quarter course.

Basic Survival Orientation

The following is a suggested outline which may be adapted to an extremely brief orientation course. Basically, it attempts to equip the students with the necessities—such as how to get a passport—and with the incentive and the information necessary to obtain more detailed and highly useful information on their own.

I. Resource Handouts
   A. How to use the Advisor's office
      1. List of publications available at office
      2. List of services available at office
      3. Campus resources: international visitors on campus, foreign students, returned faculty, returned students
   B. Basics
      1. Passport and visa information; how to obtain it, where and when
      2. Health information
         a. What immunizations are needed for each country, address of local or nearest public health office, campus health service which may offer shots.
         b. Advise students to take written prescription for eye glasses, or a second pair and note that all medicines should be carefully labeled and their chemical compositions stated in writing.
      3. Sources of information in the community: travel agents, banks, embassies, tourist offices
      4. A bibliography or selected readings list
      5. Transportation opportunities
      6. Information about ID cards, Youth Hostel cards
      7. Statement on overseas work regulations
      8. Procedure for obtaining international driver's license
      9. Insurance (NAFSA and CIEE have special policies)
      10. Money, currency, travelers' cheques
      11. Packing, luggage, shipping, what to take, what to leave home
      12. Accommodations: hostels, tourist accommodation bureaus, etc.
      13. Legal considerations: point out that Americans overseas are subject to the laws of the

host country, not the U.S. law; emphasize the uncompromising severity of foreign laws with regard to drugs.

C. Cross-Cultural Information
   1. Related readings (see resource list)
   2. List of questions to ask oneself about awareness, cultural bias, communication skills

II. Possible Resource Persons for Orientation
   A. Faculty
   B. Community resources
   C. Returned students
   D. Foreign students on campus
   E. Health or medical authority
   F. Travel service representative

III. Possible Themes for Discussion in 2-3 Hour Meeting
   A. However you travel, you will carry your American cultural background with you. However much luggage you carry, this is the heaviest, least visible and most important item.
   B. Wherever you are going, you must realize that it is the most important place in the world for the people who live there.
   C. It is unrealistic for you to expect to become a Spaniard or an Italian. It is, however, realistic for you to become a more thoughtful and world-aware American, one who respects and tries to understand the culture of the host country, whether or not one likes or agrees with all
   D. Each traveler must recognize these points and accept the responsibility for behaving as a guest in someone else's country. Each should be aware that without this conscious effort, the overseas experience may not live up to either its potential or expectations.

Two to Three Day Orientation

A very good orientation program can be devised for a two to three day period, particularly if the advisor arranges for a long weekend workshop away from the campus or familiar settings. The advisor can design and direct the workshop personally, at a relatively low cost for materials, meals, transport, etc., or can bring in specialists for an intercultural communications workshop, complete with one or more experienced facilitators, for an approximate cost of $500, based on the experiences of some SECUSSA conferees who have employed this method. A fair amount of pre-planning is necessary for a successful workshop and includes a significant involvement of foreign students and returned American students. The emphasis in an ICW is on communication skills. For background reading, there are some helpful essays in **Readings in Intercultural Communications, Volumes II and III,** (available from the Intercultural Communications Network, 4401 Fifth Avenue, Pittsburgh, PA 15213).

Evening, first day

7:00 – 7:30 p.m.	The large group meets to discuss aims and goals of the workshop. There is a get-acquainted period after dinner, and if time permits, participants can be given the task of preparing dinner and cleaning up afterwards, providing involvement and interaction.
7:30 – 9:30 p.m.	Cross-cultural simulation (i.e., Bafa Bafa) to serve as an ice-breaker, and to produce the communication base or content for the following morning.
9:30 –10:30 p.m.	Small groups meet to discuss simulation

Second day

8:00 – 9:00 a.m.	Breakfast
9:00 – 9:30 a.m.	Large group presentation on Communication/Culture
9:30 –11:45 a.m.	Small group meeting to discuss Communication and Culture.
12:00– 1:30 p.m.	Lunch
1:30 – 2:00 p.m.	Large group presentation: Symbols and Perception
2:00 – 4:00 p.m.	Small group discussions: Symbols and Perception
4:00 – 5:30 p.m.	Free time
5:30 – 7:00 p.m.	Dinner
7:30 – 8:30 p.m.	Large group presentation: Trust and Risk
8:30 –10:00 p.m.	Small group discussions: Trust and Risk
10:00	Free time or social activity

Morning, third day

8:30 – 9:30 a.m.	Breakfast
9:30 –10:30 a.m.	Large group simulation or role play. This exercise is designed by the staff on the basis of the development and growth within the workshop
10:30–11:30 a.m.	Final small group meetings
11:30 a.m.	Lunch
1:00 p.m.	Departure

This two to three day session can be a loosely structured retreat, emphasizing group interaction and informal discussion. There are a variety of exercises which can be used, depending on the goals of a particular workshop. Some suggestions include:

1. *Getting acquainted:* Simple paired interviews have been used with good results, emphasizing speaking clearly and listening attentively, since each member of the pair must ultimately introduce the other member to the rest of the group. Other devices give each participant one-half of a playing card or book title, or the participant is identified as one-half of a famous couple. In a room filled with people, each participant must locate the appropriate counterpart and introduce the counterpart to the rest of the group. This can also be done in French, Spanish or another language, if the group as a whole has a common language focus.

2. *Role playing, with or without videotape equipment:* The staff can assign people to act out specific scenarios, or, perhaps more creatively, can assign individual discussion groups to develop a brief role play each for presentation to the whole assembly, each scenario based on a specific theme to explored in the workshop. A variation of this is the technique known as "split scenes" in which lines of dialogue are clipped from a play or from a set prepared by the staff, mixed together, and distributed to the workshop participants. The task is to prepare a relevant role play sketch using the lines of dialogue provided.

3. Have the group plan and prepare meals together and clean up afterwards. Also, each workshop group can be responsible for the management of a specific large group session: leading the discussion, making the presentation, staging the social events such as parties, dances, or whatever else is desirable.

4. Use films to alter the pace and intensity of role plays and discussions. Some good examples suggested by SECUSSA workshop participants: **Rashomon**, a feature film which depicts four versions of the same happening, as interpreted by four characters. **A Chairy Tale** (Norman McLaren, National Film Board of Canada), is only fifteen minutes in length but effectively opens up discussion on basic communication problems and interpersonal relationships. **Woman in the Dunes** is a particularly powerful film of feature length which could be used to open up the discussion of adaptation, change of circumstances and values, and relationships. (See Appendix 16, The Place of Film in an Orientation.)

Long Term Course

A number of universities have successfully established long-term orientation programs, lasting throughout a quarter, a semester or an academic year. These may be credit or non-credit courses, classroom-based or experientially based, or a mixture of both.

There are many advantages to long-term orientation programs, the most obvious being a longitudinal approach taking place over a period of time as opposed to a rushed orientation program when students are preoccupied with the technical details of departure. The long-term orientation provides time for a deeper exploration and examination of the information and training elements necessary for a successful cross-cultural experience, and both individual participants and groups have the time to continually reassess goals and needs.

Long-term orientation programs can also include language learning, which is important in and of itself, but is particularly important when the appropriate language is not normally taught on the home campus.

Students often bring friends to such orientation programs, even in cases where the friends had no specific plans for travel or study, but who were interested in the orientation process as an introductory step. In this way, long-term orientation programs can be effectively used to develop and emphasize internationalism and intercultural communication on the home campus.

This chapter has by no means exhausted the possibilities or suggestions that can be made with regard to orientation, and has only begun to touch upon the kinds of approaches and themes which are relevant to the process. There is no single best approach, and each program should reflect the creativity and imagination of the people designing it and the needs and interests of the students participating. Properly conducted, an orientation helps to establish an attitude of receptivity toward the new culture which will enable the student to continue the process of orientation personally throughout the overseas experience and after returning to the home campus.

Two valuable papers presented at the SECUSSA workshop will be found in the appendix, offering further discussion of the elements of overseas study, preparation and orientation. See "Guide to Cross-Cultural Training: Goals and Resources" in Appendix 13. "Seven Concepts in Cross-Cultural Interaction: A Training Design" is in Appendix 14.

Note: Advisors who are unfamiliar with some of the techniques and processes mentioned might consider taking part in a workshop devoted to simulations and role plays, or other orientation exercises, in order to become familiar with them. If such participation is not possible, and since some of the experiential training methods require experienced personnel, the advisor might wish to consult resource people such as those at the Intercultural Communications Network or the Speech Communication Association. A list of resource people is provided below.

Resource Persons for Intercultural Workshops and Orientations

Gary Althen, Foreign Student Advisor, University of Iowa, Iowa City, IA 52242.

Clifford Clark, Foreign Student Advisor, Stanford University, Stanford, CA

Toby Frank, Assistant to the Director, Intercultural Communication Network, 4401 Fifth Avenue, Pittsburgh, PA 15213.

Ann Gillespie, Intercultural Programs Office, University of Massachusetts, Amherst, MA 01002

David Hoopes, Director, Intercultural Communications Network, 4401 Fifth Avenue, Pittsburgh, PA

Lowell Ingram. Foreign Student Advisor, University of Washington, Seattle, WA

Meg Little, Boston Council of World Affairs, Boston, MA

Gary Lowe, Study Abroad Programs Coordinator, University of Iowa, Iowa City, IA 52242

Sheila Rabinovitz, Dept. of Speech, University of Pittsburgh, Pittsburgh, PA 15260

George Renwick, c/o David Hoopes

Cheryl Wilfong, c/o Experiment in International Living, Brattleboro, VT 05301

Related Appendices

13. "Guide to Cross-Cultural Training: Goals and Resources", Charles MacCormack page 80

14. "Seven Concepts in Cross-Cultural Interaction: A Training Design", Ted Gochenour and Anne Janeway page 86

15. "A Guide to Designing an Exercise", Claude Pepin and David Sanford page 90

16. "The Place of Film in an Orientation", Howard Shapiro page 91

IX. THE RETURN

"Why did I come back?"
A STUDENT

One long neglected aspect of the study abroad experience is the process which takes place when the student returns. The overseas sojourn provided the student with stimulation, self-direction, personal responsibility and a great deal of freedom. The student has new perspectives, both cultural and personal, yet is faced upon return with the expectation on all sides that the normal course of action is to slip back into place unnoticed. This can be the most disorienting phase of the entire study abroad experience, particularly in those cases where students have grown a great deal, and have become, in a sense, new people.

The advisor who helps the student select a program, and maintains contact while the student is overseas, has a continuing responsibility when the student returns. Too often, the student who was provided with an effective pre-departure orientation and counseled well during the course of the actual overseas program, is left to work things out alone upon returning to the home campus. Without the benefit of close contact and wise counseling, many students struggle with a variety of re-adjustment problems, ranging from the phenomenon of "reverse culture shock", to needing help in evaluating the overseas experience, acquiring academic credit from the home institution, and discovering ways to utilize their overseas experiences and learning for the benefit of themselves and others. A creative response by the advisor can be one of the most significant elements in the entire advisory role.

The advisor can anticipate certain problems and should have solutions, or approaches to solutions, worked out before the student returns. There are perhaps three major areas of concern: personal and academic readjustment; the student's evaluation of his experience abroad; and the technical problems related to acquiring credit at the home institution for work performed overseas.

Personal and Academic Readjustment

Personal readjustment: "Reverse culture shock" is a catchall term for the reorientation phenomenon which comes about as a direct result of the changing values and perceptions of the returning student. When they re-enter their former environment, they often find that their opinions toward such things as fraternities, sororities or intercollegiate sports, for example, have shifted markedly, and differ from the values held by their peers who remained at home. Returning students often find a general lack of interest in their overseas experiences on the part of their home-bound peers, and are occasionally shocked to learn that not only were they not missed during their absence, some people had not even noticed they had been away. As time goes on the returning students can become quite frustrated by their general difficulty in expressing or communicating the meaning of their experiences, or in stimulating interest in their experiences abroad. Adjusting to these circumstances can cause strain and depression, and some thoughtful counseling by the advisor can be helpful in smoothing out the adjustment.

Academic readjustment: Academic problems can result from students' inability or unwillingness to readjust to the American system of instruction which frequently allows less freedom than that experienced abroad. Frustration often arises because the home

campus has failed to keep in touch, and has failed to inform them of course and curriculum changes made during their absence. Students frequently have difficulty in registering in advance for the following semester or year without having adequate time or information while abroad to make intelligent decisions. They often need help in the process of transferring credits from the study abroad program to their permanent records, and live in an academic limbo while awaiting decisions over which they have little control, further deepening their frustration.

Some suggested solutions: In broad terms, the advisor should design a reorientation program before the students return to the home campus. If the advisor is also the director of the overseas program, reorientation can be initiated abroad and continued on the home campus after the return. On the other hand, if the advisor remains on the home campus, reorientation can begin through correspondence and can be continued when the students return. This latter phase can be carried out in small group discussions led by experienced students, a college counselor, the advisor, or another appropriate person. Informal evening gatherings or weekend retreats dealing with social, academic and psychological problems are used at some institutions. The specific problems will be determined largely by the experiences of the students, the changes they have undergone, and the character and atmosphere of the campus to which they are returning. Some key elements of this reorientation phase might include:

1. Discussions or valuing exercises which allow students to express their feelings and frustrations, and become aware of the changes they have experienced. Appropriate campus resource personnel should be consulted in planning this aspect of reorientation to harvest positive elements of the experience, and in actually dealing with the levels of anger and frustration which are often the first to emerge.

2. Weekend retreats and encounters with others who have studied abroad can be arranged, so that students can share experiences, and if necessary, vent some of the pent-up frustrations generated by their return.

3. The program can alert students to changes which may have taken place on the campus during their absence, and at the same time counsel them about the likelihood that the institution will adapt to them as returned students only slightly, and that just as they had to make significant adjustments in entering the host culture overseas, the burden of adaptation rests on them as they seek to sort out their own shifts in values while making a life for themselves at the home campus.

4. Opportunities can be created for students to share their experiences as resource persons both on and off campus.

5. Above all, the advisor should empathize and give students understanding and support through what can often be a difficult re-entry period, shaping it in the form of an opportunity rather than a dilemma.

The Student's Evaluation

Students returned from an overseas experience should be given the opportunity to evaluate both the program and their own personal achievements.

Student evaluation of the program: Student evaluations or questionnaires can be useful sources of information. They can be anonymous, kept confidential, or made available to anyone for use, provided the student agrees, and they can take various forms.

Timing is important. The results gathered immediately upon return generally prove to be very different than those taken after the students have had time to reflect upon their experiences for several weeks. It will have to be determined on each campus when the most appropriate time is for the completion of questionnaires. A "quiet" period for the returnee is by far preferable to a busy time such as registration week or an exam period. It is wise to state a specific deadline for return of the responses, and the advisor should not expect a 100% return. If a postage-paid, preaddressed return envelope is included with the questionnaire, the volume of the response will be greater. The advisor might also consider sending out the questionnaire in two parts at two different times.

After the completed form is returned, a personal interview can be useful and enlightening. Students have the opportunity to qualify or expand their responses, and also to relate unusual or unique aspects of their experiences overseas. It is suggested that the interviews be conducted after the students have completed the questionnaire. Some advisors have found that students feel less constricted by essay-type questions, as opposed to filling blanks on a form, and students often write several pages on topics which are very meaningful to them. Another variation on the post-return questionnaire is to correspond directly with the students while they are overseas. This method, although time consuming, can be used to evaluate the program, and also to measure the students' personal experiences as the program moves along.

In developing a questionnaire or in modifying an existing one, it is important to have clearly in mind concepts of what information is needed, for whom it is needed and from what it is acquired. See Appendix 18 for a sample questionnaire.

Student evaluation of personal achievement: For the purposes of this section, "evaluation" is defined as the measurement by students of their own goals and performance. In a traditional academic context

this is done by grades assigned by a faculty member. It is proposed here that as an alternative or supplement to the traditional process, an approach be developed which places the emphasis on the person who has learned rather than on the person or process which has facilitated the learning. It is based on the assumption that the most important aspects can be measured only by the student who has experienced the learning, but with the recognition that the student may need some help in accomplishing self-evaluation.

The process of evaluation must include a clear definition of students' desired goals prior to departure in terms of attitudes, skills, and the knowledge they wish to develop through their experiences. The extent to which these goals are achieved is an indication of the value of the program experience.

While overseas the students should be asked to submit periodic reports on their progress in meeting their own defined goals. Goals may change as students progress during their stays abroad, and the advisor can assist this goal redefinition.

When students return, they should try to evaluate the original set of goals in the light of what they actually accomplished. The common denominator should be what has actually taken place versus what was envisioned or stated as desired at the outset. Tools facilitating the process of self-evaluation might be paired interviews, peer group discussions, sharing of experiences with advisors or friends, value clarification exercises (such as the creation of an ideal job description, or the creation of an ideal overseas study program design), narratives describing significant experiences, and many others. Through this process, students should be able to trace their own progress from the original goal formation through the changes during the program and the formation of new sets of goals. Having done this, students can then outline the steps needed to reach the new goals. It will begin to be obvious that the learning and evaluation of learning is a continuous process built layer upon layer on past experience. (See Appendix 17, "Evaluation Strategies for Students in Study Abroad Programs".)

Technical Problems in Acquiring Academic Credit from the Home Institution

Two of the most common problems arise in the area of credit transfer when (a) the student has not arranged approval for credits prior to departure, or has only a sketchy understanding of the strictures and regulations governing the credit issue at the home campus, and (b) when the student tries to change the predeparture credit request in the field when a change in direction or focus takes place, based on the actualities of the overseas experience. These things occur with enough frequency to warrant careful attention, and since the advisor knows the institution's crediting system well, the student should be able to depend on the advisor for assistance in facilitating credit acquisitions.

The credit issue is treated at length in Chapter V, but it is worth underscoring the advisor's responsibility to head off these problems before they reach the crisis stage by encouraging students to work out all credit questions thoroughly prior to overseas exposure.

General Considerations Regarding the Reintegration of the Returned Student

The students' experiences need not culminate in a dead end upon return. There are many ways for them to utilize and share their learning and to deepen their awareness of issues which confronted them or came into their consciousness abroad. Students will do this spontaneously as they reach out to share their experiences with friends and classmates, and as they bring to bear on new learning situations those awarenesses developed in the intercultural situation. These informal expressions are vital, but there are additional ways in which the process can be expanded and facilitated through planned activities, such as the following:

1. The returned student and the new foreign student
   a. Send a letter asking the U.S. student to serve as a student counselor to a new foreign student
   b. Involve the returnee in assisting the new student with basic living needs such as housing and transportation, the academic system, social and cultural differences, questions about immigration, etc.
   c. Organize informal social gatherings
2. The returned student and speaking engagements
   a. Ask the student to speak at study abroad recruitment meetings
   b. Ask several students to organize a slide presentation to present to interested groups on the campus or in the community
   c. Ask students to speak to classes in the city and surrounding schools.
3. The returned student and the faculty
   a. Ask a returned student to work with a faculty selection committee
   b. Ask a returned student to report about his program to a faculty meeting
   c. Ask a returned student to speak to a class about his experiences
   d. Arrange for a returned student to tutor students in a language
4. The returned student and orientation
   a. Ask a student to meet with candidates throughout the year, explaining the program and problems of adjustment
   b. Ask returned students to help plan and coor-

dinate orientation meetings

5. The returned student and campus international events
   a. Encourage students to initiate speaker's series or cultural exhibitions about the areas of the world with which they are now familiar
   b. Encourage students to join already existing campus organizations which have an international focus
6. The returned student and written utilization of overseas experience
   a. Encourage using experiences for research papers and oral reports
   b. Arrange for a column in the campus newspaper, devoted to issues which concern these students and ask different students to supply the copy

In conclusion, the returning students are, in a sense, strangers in a strange land. They have passed through significant life experiences in their overseas sojourns, and have both energies and potentialities to employ upon their return. The study abroad advisor has an excellent opportunity to become involved in helping the returnees to channel those energies and potentialities in positive ways. It is an important aspect of the advisory role, it rounds out the full circle, and brings about the answer to the opening question—why are we here?

Related Appendices

17. "Evaluation Strategies for Students in Study Abroad Programs", Howard Schumann
page 92

18. Guidelines for an Undergraduate Student Questionnaire on Overseas Program Experiences
page 95

APPENDICES

1. SECUSSA Workshop Participants 53
2. Important Addresses 54
3. Sample Index Card System, University of Tennessee 55
4. Additional Sources of Information on Travel and Work Abroad 56
5. Further Sources of Information on Graduate Opportunities Abroad 57
6. "Independent Study Overseas", John A. Wallace 59
7. "Learning How to Learn through a Cross-Cultural Experience", John Duley 65
8. "The Role of Language in an Overseas Experience", Alvino Fantini 68
9. Checklist of Basic Questions for Evaluation of Programs Abroad 70
10. Program Evaluation Form Samples
    A. Outline of On-Site Evaluation Interview with Program Director 71
    B. Outline for On-Site Evaluation Interview with Host University and/or Adjunct Faculty 74
    C. Outline for On-Site Evaluation Interviews with Student Participants. 75
11. Guidelines in Developing Foreign Study Programs 77
12. Release Form 79
13. "Guide to Cross-Cultural Training: Goals and Resources," Charles MacCormack 80
14. "Seven Concepts in Cross-Cultural Interaction: A Training Design", Ted Gochenour and Anne Janeway 86
15. "A Guide to Designing an Exercise", Claude Pepin and David Sanford 90
16. "The Place of Film in an Orientation", Howard Shapiro 91
17. "Evaluation Strategies for Students in Study Abroad Programs", Howard Schumann 92
18. Guidelines for an Undergraduate Student Questionnaire on Overseas Program Experiences 95

SECUSSA WORKSHOP PARTICIPANTS
Brattleboro, Vermont
December 5-11, 1974

Charles L. Adams, *Hiram College*
Dorothy Andrus, *University of California at Davis*
Carol S. Bosserman, *American University*
Paul Bowen, *Indiana University*
Frances Brown, *Central Washington State College*
Gretchen Carroll, *Georgetown University*
Donald Castro, *California State Universities and Colleges*
Bette Kay Davis, *University of Massachusetts at Boston*
Gene P. Dean, *Pratt Institute*
Jean E. Delaney, *University of Colorado*
Marvin N. Dillon, *California State College at Pomona*
Constance Dondore, *New York University*
Richard Edelstein, *University at Berkeley*
Roberta Erena, *University of Kentucky*
Dorothy B. Foley, *Iowa State University*
Susan K. Forouzesh, *University of Tennessee at Knoxville*
Judy Frank, *Regional Council for International Education*
James S. Frey, *Indiana University*
Dale Edward Gough, *University of Maryland*
Mary Elizabeth Gwin, *University of Mississippi*
John Henderson, *Dickinson College*
Jon Heise, *University of Michigan*
Maria Jacobson, *Hunter College*
Bonnie Kienitz, *University of Wisconsin*
Ellen Kolovos, *University of Michigan*
Marcus Konick, *Lock Haven State College*
Dean C. Lomis, *University of Delaware*
Gary R. Lowe, *University of Iowa*
Robert G. Marshall, *Sweet Briar College*
Mary Cay Martin, *University of Chicago*
Patrick Mechem, *University of Pittsburgh*
James Meier, *University of Nebraska at Omaha*
Michel Monnot, *Carleton College*
Ann Morgan, *Texas Tech University*
William Mosher, *Warren Wilson College*
Rose Nakamura, *East/West Center*
Laurie Perry, *California State University at Fresno*
Gilliam Pesche, *Temple University*
Jather L. Peterson, *Georgia State University*
Jeannette Philips, *Stanford University*
Doris E. Rauenhorst, *Rosary College*
Gerhard Reimer, *Goshen College*
Ann Rogers, *Cornell University*
A. Frank Schwarz, *Grand Valley State College*
Charles Seller, *Grinnell College*
Mr. Agit Singh, *Utopia University*
Brian John Smith, *Wayne State University*
Sydne Yanko, *California State University at Long Beach*
Colleen Zarich, *University of Minnesota*
Alice Zinsmeister, *University of Vermont*

Workshop Staff

Donald Batchelder, *Experiment in International Living, Brattleboro, Vermont*
Jon Booth, *Experiment in International Living, Brattleboro, Vermont*
John Lazarowski, *Design Workshop, Brattleboro, Vermont*
Barbara Lewis, *National Chairperson, SECUSSA, Chicago, Illinois*
Nancy McCormack, *University of Tennessee, Knoxville, Tennessee*
Marjorie Prentiss, *Experiment in International Living, Brattleboro, Vermont*
Archer Schreiber, *Council on International Educational Exchange, New York, New York*
Howard Shapiro, *Experiment in International Living, Brattleboro, Vermont*
John A. Wallace, *Experiment in International Living, Brattleboro, Vermont*
Cheryl Wilfong, *Experiment in International Living, Brattleboro, Vermont*

Resource Staff

John Bowman, *Council on International Educational Exchange, New York, New York*
John Duley, *Justin Morrill College, Michigan State University, East Lansing, Michigan*
Patricia McIntyre, *Office of Education, HEW, Washington, DC*
Pam Mitchell, *Institute of International Education, New York, New York*

Workshop Recorders

Mary Adams, *Experiment in International Living, Brattleboro, Vermont*
Jean Allen, *Experiment in International Living, Brattleboro, Vermont*
Jeanne Mello, *Experiment in International Living, Brattleboro, Vermont*
Jill Potter, *Experiment in International Living, Brattleboro, Vermont*
Jane Schaffer, *Experiment in International Living, Brattleboro, Vermont*

IMPORTANT ADDRESSES

American Council on Education (ACE)
1 Dupont Circle
Washington, DC 20036

American Youth Hostels, Inc.
National Campus
Delaplane, VA 22025

Council on International Educational Exchange (CIEE)
777 United Nations Plaza
New York, NY 10017

Division of International Education
Office of Education
Department of Health, Education and Welfare
Washington, DC 20202

Experiment in International Living (EIL)
Brattleboro, VT 05301

Educational Resources Information Center (ERIC)
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
or
U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Research
Washington, DC 20202
or
General Services Administration
National Archives & Records Service
National Audiovisual Center
Washington, DC 20409

Federation of Regional Accrediting Commissions of Higher Education (FRACHE)
Suite 770, 1 Dupont Circle
Washington, DC 20036

Institute of International Education (IIE)
809 United Nations Plaza
New York, NY 10017

National Association of Foreign Student Affairs (NAFSA)
1860 19th Street, N.W.
Washington, DC 20009

Department of State
Washington, DC 20520

World Studies Data Bank
Academy for Educational Development
680 Fifth Avenue
New York, NY 10019

SAMPLE INDEX CARD SYSTEM, University of Tennessee

The following series of index cards are one example of collecting information about the student to use in the counseling process.

GENERAL INFORMATION

Name _____ Date _____
Campus Address _____ Phone _____
Permanent Address _____ Phone _____
Major _____ Undergraduate 1 2 3 4 Graduate 1 2 3 4
Minor _____ (Please circle year)
Hobbies, Interests _____

Language	Speaking	Comprehension	Writing	Years Studied

(Please rate yourself under each category. Excellent, Good, Fair, Poor)

Are you interested in __Study __Work or __Travel overseas?
Why do you want to go overseas? _____

Grade Point Average _____
Dates of Proposed Trip: From _____ To _____

Thank You!

WORK

Name _____ Date _____
Address: Campus _____ Phone _____
Permanent _____ Phone _____
[ ] year [ ] semester [ ] summer [ ] longer _____ Country(s)

Language	Speaking	Comprehension	Writing	Years Studied

[ ] au pr. [ ] farm [ ] hotel [ ] volunteer other
Previous Experience _____
Special Skills _____
Goal _____
Know anyone who worked overseas? _____
Need assistance? _____
Remarks _____

STUDY

Name _____ Date _____
Address: Campus _____ Phone _____
Permanent _____ Phone _____
[ ] year [ ] fall semester [ ] spring semester [ ] summer [ ] longer
Country(s) of Interest _____
Field(s) of Interest _____
[ ] U.S. [ ] enroll direct foreign

Language	Speaking	Comprehension	Writing	Years Studied

Program Interests: [ ] own school's program
[ ] other school's program
[ ] independent study at a foreign university (Remember: the language of instruction is language of the country.)
[ ] language study programs
[ ] programs conducted in English (if available)
[ ] independent study
[ ] other (please specify) _____
How did you hear of program? _____
Do you know anyone who studied overseas? _____
Need assistance? _____
Remarks _____

TRAVEL

Name _____ Date _____
Address: Campus _____ Phone _____
Permanent _____ Phone _____
Upse Stpse brpse YHC ISIC ISTC tours IDL StHos SATA
CIEEtrans Trv. Agt. (X=plan to use, 0=before)
[ ] fly [ ] sail
$ _____ [ ] Cht. [ ] Affty. [ ] TGC _____ other
Previous [ ] yes [ ] no
Univ. Cht. interest [ ] yes [ ] no _____ duration _____ dest.
ripse htch bus bycy mtcy car fly _____ other
Plan to take $ _____ for _____ (length of time)
Previous trips or knowledge
Hostel [ ] std. [ ] yth. pension hotel b&b camp _____ other
Guidebooks _____
Need Assistance _____
Remarks _____

ADDITIONAL SOURCES OF INFORMATION ON TRAVEL AND WORK ABROAD

Africa for the Hitchhiker. Information Exchange. Available from CIEE. $1.

Asia for the Hitchhiker. Information Exchange. Available from CIEE. $2.

Australian Student Travel Guide. Australian Union of Students, 344 Victoria St., North Melbourne, Victoria. Available from CIEE. $1.

Directory of Overseas Summer Jobs. Charles James. National Directory Service, 266 Ludlow Ave., Cincinnati, OH 45220.

Directory of Voluntary Organizations in International Voluntary Service. Coordinating Committee for International Voluntary Service, UNESCO, 1 rue Miollis, Paris 15e, France. $2 plus $2 for airmail postage.

Europa Camping and Caravanning. Dieter Schmoll. Distributed by American Youth Hostels, Delaplane, VA 22025 and by Campgrounds Unlimited, Blue Rapids, KS 66411. Revised annually. $4.00 plus 75 ¢ postage east of Mississippi and $1.25 west of Mississippi from AYH; $4.50 plus 35¢ for special handling from Campgrounds Unlimited.

Europe on $5 and $10 a Day. Arthur Frommer. Arthur Frommer, Inc., 70 Fifth Ave., New York, NY 10011. Revised annually. $3.95.

Fielding's Super-Economy Guide to Europe. Temple Fielding. Fielding Publications, New York. Revised annually. $3.50.

Fodor's Europe under $25. David McKay, New York. Revised annually. $4.95.

Handbook Canada. Amiro-Rideout. Transglobular Foundations, Box 4054, Station A, Toronto 1, Canada. 1972. Available from CIEE. $1.95.

How to Stay Healthy While Traveling. Bob Young, M.D. and Mary Young, R.N. Young Publishing Co. Available from CIEE. $1.

International Youth Hostel Handbook, Volume I and II. International Youth Hostel Federation. Distributed by American Youth Hostels, Inc., Delaplane, VA 22025. Revised annually. Volume I, $2.60; $2.80 by airmail. Volume II $2.55; $2.65 by airmail.

Latin America for the Hitchhiker. Information Exchange. Available from CIEE. $2.95.

Let's Go: The Student Guide to Europe. Harvard Student Agencies, Inc., 4 Holyoke St., Cambridge, MA 02138. Revised annually. $3.95.

Nepal on $2 a Day. Prakash Raj. Available from CIEE. $2.

A New Journey to the East: Istanbul to Kathmandu for $50. Available from CIEE. $1.

Nicholson's Students' London. Robert Nicholson Publications, 3 Goodwin's Ct., St. Martin's Lane, London, WC2N 4LL. Available from CIEE. $1.95.

The Official Student Travel Guide to Europe. SOFA, 136 E. 57th St., New York, NY 10022. Revised annually. Free.

What is the ISTC? ISTC. Revised annually. Free.

Teaching Abroad. Marjorie Beckles. IIE, New York, $4.

Workcamps. Coordinating Committee for International Voluntary Service, UNESCO, 1 rue Miollis, Paris 15e, France. Free with three international postal reply coupons to cover postage costs.

Your Future in Jobs Abroad. Elmer L. Winter. Richard Rosen Press, 29 E. 21st St., New York, NY 10010. 1968. $4.

Publications of the International Student Travel Conference and Student Air Travel Conference

The following ISTC and SATA publications are available from any member organization of the ISTC. The Council on International Educational Exchange is the only U.S. member of ISTC; SOFA represents a number of European members in the U.S.

SATA: Programme of Student Flights. Student Air Travel Association. Published 3 times a year. Free.

The Student Guide to Asia. Australian Union of Students. Available from CIEE. $2.95.

The Student Guide to Singapore and Malaysia. Australian Union of Students. 75¢.

The Student Guide to Switzerland. Swiss Student Travel Office.

Student Hostels and Restaurants. SSR for the International Student Travel Conference. Revised annually. $1.

The Touring Student. NUSTS for the International Student Travel Conference. Revised annually. Free.

FURTHER SOURCES OF INFORMATION ON GRADUATE OPPORTUNITIES ABROAD

Architecture

Schools of Architecture Recognized by the RIBA (Royal Institute of British Architects). RIBA Publications, London, 1972. 25 pence.

Arts

American Art Directory. Jacques Cattel Press. R.R. Bowker Company, New York, 1974, $32.00.

Art Education: An International Survey. UNESCO, Paris. 1972. $9.00. (can be purchased in the U.S. from Unipub)

Cinematographic Institutions. UNESCO, Paris. 1973. $2.00. (can be purchased in the U.S. from Unipub)

International Awards in the Arts. IIE, New York.

World Crafts Directory. World Crafts Council, New York. 1973. $25.00.

National Endowment for the Arts, Washington, DC

Cultural sections of foreign embassies.

Business

Opportunities for the Development of Cooperative Programs Involving American and European Schools of Business and Management. David M. Merchant. American Association of Collegiate Schools of Business, Washington, DC. 1973. Free.

U.S. International Directory of Hotel, Restaurant and Institutional Schools, 1972-73. Council on Hotel, Restaurant and Institutional Education, Washington, DC. 1972. $1.00.

INSEAD, European Institute of Business Administration, Fontainebleu, France

Dentistry

Dentistry International: United States Dentists Going Abroad. American Dental Association Council on International Relations, Chicago, IL. 1971. Free.

World Directory of Dental Schools. World Health Organization.

Education

Fact Sheet on Special Education. Office of Education, HEW, Washington, DC.

Opportunities Abroad for Teachers. HEW, Washington, DC.

International Schools Services, 126 Alexander St., Princeton, NJ.

TESOL, 455 Nevils Bldg., Georgetown University, Washington, DC 20057.

Engineering & Science

International Directory of Agricultural Engineering Institutions. Food and Agriculture Organization of the United Nations, Rome, 1968. $3.50 (can be purchased in the U.S. from Unipub)

IAESTE, Columbia, MD. Traineeship program.

ICETEX, Carrera 3a. 18-24, Apartado Aereo 5735, Bogota, Colombia. Traineeship program.

Environment

Directory of Environmental Programs Overseas. IIE, New York.

World Directory of Environmental Education Programs. Philip W. Quigg, ed. R.R. Bowker Company, New York. 1973. $14.95.

World Directory of Environmental Research Centers. William K. Wilson, M.D. Dowd and P. Sholtys. R.R. Bowker Company, New York, 1974. $20.25.

Law

Directory of Opportunities in International Law. John Bassett Moore Society of International Law, Charlottesville, NC. 1972. $1.00.

Academy of International Law, The Hague, Netherlands.

Centers for European or International Studies at several European universities.

Free University of Brussels, Belgium.

International Law Center, 866, U.N. Plaza, New York, NY. Information about law scholarships.

Library

World Guide to Library Schools and Training Courses in Documentation. UNESCO, Paris. 1973. $9.00. (can be purchased in the U.S. from Unipub)

Medicine

Guide to Foreign Medical Schools. IIE, New York.

International Medical Programs Available to American Students. Student American Medical Association International Health Committee, Rolling Meadows, IL. 1972. Free.

Medical Student—How to Go Abroad. International Federation of Medical Student Associations, Helsinki. 1974-75.

Overseas Organizations Utilizing American Physicians Abroad. Association of American Medical Colleges, Washington, DC. 1971.

World Directory of Medical Schools. WHO. (available from the U.N. bookstore)

Music

International Directory of Music Education Institutions. UNESCO, Paris. 1968. $2.00. (can be purchased in the U.S. from Unipub)

The Musicians Guide: The Directory of the World of Music. Gladys S. Field. Music Information Service, New York. 1972. $39.00.

Peace Studies

Directory of Peace and Conflict Programs, 1974-1975. Communications Institute, Academy for Educational Development, New York. 1974. $2.50.

Public Health

International Directory of Graduate and Undergraduate Programs and Centers for Advanced Study in Health Administration. Association of University Programs in Health Administration, Washington, DC. 1973-74. 75¢.

Social Work

World Guide to Social Work Education. P.J. Stickney and R.P. Resnick, eds. International Association of Schools of Social Work, New York. 1974. $8.00.

Translating/Interpreting

American Translaters Association, Croton-on-Hudson, NY.

Veterinary

World Directory of Veterinary Schools, WHO.

INDEPENDENT STUDY OVERSEAS
by John A. Wallace

A number of factors lead to suggest that in the future we shall see more rather than less emphasis on independent study abroad. For the purpose of this study I define the term independent study as "a period when the student is not attending regular classes at any formal institution but is engaging in field study, observation, research and/or analysis consonant with an approved plan relevant to that student's total undergraduate program". (I would exclude the overseas undirected and unplanned pure experience, which while it may be valuable does not involve study.)

There are three major factors which incline me to feel that we shall witness rapid growth in this area.

1. The over-saturation of the traditional overseas institutions with itinerant Americans. France is apparently blowing the whistle on this trend in 1975. It is obvious that fewer foreign students will be able to matriculate at French universities in the future. And where France leads others are bound to follow.
2. In the developing nations of the world, university places are avidly sought by the local population, leaving scant room for U.S. visitors.
3. Increasing numbers of U.S. colleges and universities have opened up their credit-granting systems to off-campus independent study programs, both in the U.S. and overseas.

The development of independent study opportunities overseas is, however, a development which should be controlled carefully by the involved institutions and entered cautiously by the participating students. A number of pressing questions need to be asked.

Who should be eligible for independent study overseas?

The immediate answer to this question can be quite succinct—not everyone. Independent study overseas demands not only the same degree of intellectual maturity expected of the student who pursues such work in the home environment, the foreign "locus" places a variety of strains upon him or her which require a higher level of motivation and maturity.

The author suggests the following criteria as being relevant ones to apply to the student who seeks approval of a period of foreign independent study.

1. The student should have previously been a participant in some extended (at least two or three months) form of cross-cultural experience. Previous experience in the country to be visited is obviously most desirable. Alternatively, there may have been experience in some other country or countries. Equally appropriate would be a living/working/study experience in a U.S. sub-culture significantly different from one's own. Much has been made in professional literature of the term "culture shock". The words have been thrown at a generation of prospective travelers like a baleful prediction from the Oracle of Delphi. "Watch out for culture shock!" "Don't drink the water!" "The natives will steal you blind!" Culture shock may still be experienced by *some* American students in *some* environments (I still recall with traumatic tremors my first visit to Calcutta!) but for most young Americans in most overseas settings the appropriate term is "culture strain". This I define as the constant, daily emotional pressure of functioning as the foreigner in a society whose values and mores are not second-nature to the individual as are those of the society in which that individual has grown up.
2. The student should be capable of functioning effectively in the language of the host country. While substantial linguistic progress can be expected during an overseas year or semester, there should be clear pre-departure language standards established and adhered to. An appropriate scale for such standards is that established by the Foreign Service Institute, widely referred to as the FSI rating. Using a range from 0 (for little or no fluency) to 5 (for native speaking fluency) the FSI rating scale provides a series of descriptive paragraphs against which an individual students ability can be measured. The FSI ratings for "Speaking" ability and "Reading" ability are summarized in Chapter IV. The student who expects to carry out a completely independent study program in a culture where English is not spoken widely and well should at the very least enter into that study with FSI ratings of S-2, R-2. If he or she expects to probe a research topic to significant depth, ratings of S-3 and R-3 would be called for. One author would go even further. He recommends that "a demonstrated degree of language fluency of FSI 3 be the minimum for an applicant going (abroad) for the first time and 4 for all others."
3. The student should have demonstrated within the home culture and society the ability to function independently on a research or study project before being encouraged to attempt such activity in another culture. As I indicated earlier, the philosophy of independent study has spread to more and more schools, colleges and universities, and an increasing number of young Americans now have the opportunity within their own country for an independent study course, quarter, semester or year. Some institutions will undoubtedly permit more than a year of such study for the maturely self-supportive student. It is through some such experience on the domestic scene that the student demonstrates a readiness to attempt independent study overseas.

1. C.P. Blair and others, "Responsibilities of the Foreign Scholar to the Local Scholarly Community". Education and World Affairs, New York, 1969, p. 73.

4. The student should lay out general plans, in advance, with academic peers and faculty advisors for the project(s) planned for overseas. Doing so might have helped one young would-be scholar from the egregious error of assuming that Strasbourg is a city in Germany, because of its Germanic last syllable, only to discover after her arrival overseas that her plans for study of a German education had brought her to a city in eastern France. Intelligent academic planning should precede the independent study overseas. The peripatetic student when overseas is far less able to turn to faculty and classmates for assistance than is the fellow student back "stateside" who can wait until after nine o'clock at night at which time a friendly local telephone company will put the isolated student in touch with alma mater. Such is denied the overseas scholar, who is therefore more dependent upon careful advance plans, well-thought-out schedules, and lists of helpful contacts. Bright red lights and "TILT" signs should flash when a student remarks, "Well, I'll just wander around and look things over before I decide what I want to do in my independent work overseas". The pins are magnetized against his ever hitting the educational jackpot.

The above paragraphs both implicitly and explicitly suggest that independent study overseas is for the minority, not the majority, of young Americans. For those who meet the qualifications, however, it can be the most significant educational experience of a life-time. Hopefully this claim will be borne out in the pages which follow.

What types of independent projects can best be effected overseas?

The easiest and quickest response to this question is a negative exclusion—independent study overseas should not be built around resources more readily available in a U.S. library than they are abroad. The author has seen far too many American students set off on overseas independent projects, carrying with them a list of books around which the study project is based, only to find that the needed books were inaccessible in the host country. U.S. students are apt to find to their dismay that library privileges may be denied them, that necessary translations are out of print, that overnight borrowing is prohibited, or even that a student strike or coup d'etat has closed the libraries indefinitely.

A second negative needs also to be stressed—overseas independent study activities should avoid exploiting the host nation and its residents for purposes of the study. It is even perhaps an apocryphal story, but one thinks of the Navajo tribesman who remarked recently, "On our reservation, the social scientists and students outnumber the resident Navajos". It would be quite easy to paraphrase that comment in some of the overseas communities where U.S. institutions have set up study centers and in which they encourage their students to carry out supervised research projects.

The author recalls one proposed independent study project which was a potentially lethal example of this. The young lady who submitted the proposal stated that the subject of her research was going to be "Suicidal Tendencies Among French University Students". The early pages of her proposal were relatively innocuous; suddenly one stumbled over her major intended data source. This was to be a questionnaire with a variety of "prompting" questions, ending with the request, "Imagine that you are going to commit suicide this evening. Write a letter to a friend or family member explaining why you think this is the ideal solution to your personal problems". Surprisingly, this approach had been approved by her major professor at a major New England university and it was left to staff members of The Experiment's School for International Training to convince the young lady that her study was an unwarranted intrusion into French culture, capped by a questionnaire that conceivably might have triggered someone's suicide.

Moving from definition by exclusion to definition by inclusion, there are a variety of types of projects which are appropriately relevant to overseas independent study.

1. Projects which are centered around observation and analysis of a contemporary society. At home students can read books, see films, talk to people who have visited another culture; overseas study makes it possible for them to form their own impressions rather than relying upon the writing and editings and memories of others. An outstanding example of such projects is the book, **Chanzeaux, A Village in Anjou** in which Prof. Laurence Wylie and a group of his Harvard undergraduate students faithfully mirror a contemporary French community and its recent past. Each facet of the culture was studied and reported on by an individual student; Wylie himself served as a project advisor and editor. "Our main tool has been that of participation-observation. We lived in Chanzeaux and recorded what we learned. Several of us kept journals and field notes."[2]
2. Projects which seek to build affective learning to supplement previous cognitive experiences. In this category one would place all those learning experiences designed to broaden the student's knowledge by encouraging personal involvement in an environment out of which has emerged an idea, a book, a work of art, a condition, or a point of view previously examined on the home front. As samples of this category of projects the following are suggested.
   a. The fine arts student whose previous contacts with European art and architecture have been in the form of Kodachrome slides and who has heard certain European musicians only on tapes, will

[2] Laurence Wylie. **Chanzeaux, A Village in Anjou.** Harvard University Press, Cambridge, 1966. p. xii.

emerge from a well-planned independent study program with deepened appreciation and knowledge after seeing and hearing the originals in situ.

b. An archaeology major may have acquired a great deal of information concerning excavation techniques; this information will become much more a part of permanent thought patterns after one has participated in a "dig" in Mexico.

c. In an Economics course on a U.S. campus a student may read about and discuss the effects of import quotas on foreign manufacturers; visits to Wolfsburg, Germany, will add significant depth of meaning to what has been studied in class.

d. The man-made scenery may have changed since Napoleon's time, but the student with a deep interest in 19th century history will broaden his understanding in many ways if he or she follows the route of the Emperor during his exciting and dramatic "hundred days" of return to power.

3. Projects which for their completion demand resources available only in another country. Such resources are less apt to be scholarly libraries than humn resources, people who live, work and educate in a different environment than continental United States. A student might, for example, begin the study of India-Pakistan relations in the home campus library. It is probable, however, that the project may best be "fleshed out" by independent study in those two countries, discussing the issues which separate them and the interests which they share in common. The scholar thus gets information first hand. In a similar vein, research on the subject of "the open classroom" might well begin with books and magazines in the United States. Phase two of such a study could well involve visits to some of the British schools in which the concept of "the open classroom" first found expression.

4. Projects, usually centered around language and literature, which for their fruition require a period of living/working/studying in a foreign language environment. One interesting project of this nature was set up by a French major who sought to assess the linguistic interpenetration of English into French and French into English. Her program ultimately involved five months in France, listening for English words in the current French vernacular, then a similar period in England where she stayed on the alert for French acquisitions. In neither case could her study have been successful without FSI 3+ in French.

5. Projects which hinge on cooperation from a particular overseas institution. Some of the greatest contributions to the so-called "Green Revolution" have been made by the International Rice Research Institute in the Philippines. An agronomy major, particularly concerned with problems of rice production, might well feel that the IRRI operation in the Philippines is the only place in the world where he could find that combination of experimental science and committed researchers that alone could match the demands of his study. Such institutions as the British Museum, the Vatican Library, the Scandinavian Peace Research Institute, the Hydrographic Institute at Grenoble are others that come to mind in this category.

Where should students go overseas on independent research projects?

A good part of the answer to this question has been subsumed under the previous one. Where a student should go must in most cases be dictated by the nature of his project. One wouldn't study rice culture in Sweden, the Napoleonic "hundred days" in Mexico, nor plan on doing peace research in the Philippines.

There are thousands of students in U.S. colleges and universities, however, whose interests are not highly specialized and yet who seek the privilege of independent study overseas. Many are quite catholic in their tastes and interests; they have reasonably adequate backgrounds in two or three academic areas, they seek and need guidance on where best to plan for independent study in a foreign culture. For them there are a number of "caveats" which should be spelled out at this time.

1. Authoritarian political systems, be they identified as as Fascist, Communist or some other form of "ist" do not look with favor upon some areas of study, either by their own university students or by temporary educational emigrants from the United States. An American student might be terribly eager to study the liaison between the Falange and Opus Dei in Spain; the Franco regime would be equally eager to shut all doors in the face of such a study. One would not go to Prague expecting to secure access to any government documents pertaining to the "Dubcek spring". It is doubtful that the Duvalier regime in Haiti, pere or fils, would welcome an American student seeking material for a political science paper on "Confession Techniques of the Ton-ton Macoutes". (The current student generation in the United States, in its visceral reaction to the war in Viet Nam, has often referred to "Amerika" as being a fascist state. The attempt to pursue scholarly independent study under a truly authoritarian regime might conceivably lead some of our young people to put the c back in America, while hopefully not yielding up any of their zeal to reform and reorient our priorities.)

2. There is no "Woman's Lib" and there are few liberated women in many nations to which a female student might go on an independent study program. Once outside North America and Western Europe, women students may find themselves back in the 19th century (or even an earlier one) insofar as the rights and

privileges of women are concerned. It is true that in most of the world's capitals and other major cities, the flow of foreign visitors and their relative anonymity have produced a mild degree of homogeneity in the position of women. Once away from the major cities in such countries as India, Greece, Nigeria, Iraq, or Portugal, for example, the woman student might find that if she smoked, held hands in public, wore hot-pants or mini-skirts, or failed to give precedence to the male of the species, her attempts to penetrate the culture for purposes of her study project might be completely fruitless.

3. Of equal concern with the postion which another society takes on the rights of women is its prevailing attitude on drugs and narcotics. Students whose personal search for truth has led them to reliance on drugs are well-advised to avoid all but a very few foreign nations. Penalties for "use and possession" are high in the United States; they are infinitely greater in many other nations, where enforcement of strict control laws may be a matter of political policy (e.g. Yugoslavia, Poland, Cuba) or deeply held religious beliefs (Greece, Egypt, India).
4. Outside of western Europe there are only a very few nations, notably the Anglophone countries of Africa, where a successful independent study program can be pursued without at least an FSI 3 rating in the native language. After what was said earlier in this chapter concerning the need for language competence, this point is obviously redundant. Experience indicates, however, that there are many well-motivated students (and equally well-motivated advisors) who are convinced that their obvious sincerity and love for humanity is sufficient to stimulate all who meet them to lapse into English. It is a painful fact for us English-speakers to face up to, but only about 15% of the population of the world (and one-third of that 15% live in the United States) can function in the English language. It is equally painful that what the student has learned in the traditional classroom may fall short of what he needs in the field.

"What they are not often prepared for, however, is coping with the language in the variety of levels, dialects, accents and special situations that characterize actual life in the country. The language used in the classroom differs markedly from that encountered in the market place or in city hall. When the scholar finds that his language skill is inadequate and more language training is essential, the despondency and sense of imminent failure resulting from this can be quite serious both for the individual and the project."[3]

It may seem to many readers that with this "caveat" on essential language skills the author seeks to post an OFF LIMITS sign on 85% of the world. "How can I go to an Arabic speaking country? They don't offer Arabic at my college." Actually, with the strides made in language teaching during the past two decades it is increasingly feasible for the student to enroll in an intensive language program and make significant progress in a surprisingly short time. One specialist in this area has prepared a rough table of equivalents indicating how much progress the average student can expect in a limited period of intensive study. See Table 1 in Chapter IV.

5. There are many nations where the project of an American student may suffer from restrictions of diet and climate. The self-confidence of the average young American confronted with this issue is a mixed blessing. He or she has sufficient maturity and poise not to be deterred by "old wives' tales"—this is a positive asset. But if self-confidence produces an attitude, "Don't worry about me; I can eat anything they give me," the result could be damaging and perhaps even fatal. Rural wells, village sewage disposal, unwashed raw fruits and vegetables, drinks cooled by ice from the local bilharzia factory, unpasteurized dairy products—these are some of the hazards which await the student in most areas of Asia, Latin America and Africa. The student who participates in some form of groups program is assured advice, supervision and assistance from peers and from those who direct the program. The independent student must rely on self-discipline, a characteristic which does not always correlate highly with self-confidence. Extremes of climate also demand a response which is a happy blend of humility, eagerness to learn, and adaptability to local customs. To update an old saw, "[If] only mad dogs and Englishmen go out in the noonday sun, [there must be a reason]".

What length is appropriate for an overseas independent study project?

A rough rule of thumb holds that an overseas independent study project will require 20-50% more time than a similar study or research would consume in the student's home country. Reasons for this are obvious. First of all, there is the language problem mentioned above. Secondly, the student—unless he or she has had long previous experience in the host nation—faces the time-consuming task of coming to terms with a broad spectrum of new cultural patterns. These patterns—of diet, time sense, human relations, protocol, regulation—all can impinge upon the ability of the student to accomplish a self-selected task with nominal celerity. Thirdly, the independent student is far from the usual source of academic advice and assistance. He may not be able to ring up his major advisor and ask, "Can you give

3 Robert Ward and others, "Studying Politics Abroad", Little, Brown and Co., Boston, 1964, p. 50.

me some help in setting up an appointment with the Under-Secretary; I can't seem to get a word in with his appointments advisor."

It is not the college undergraduate alone who faces a time-stretch in his independent study program. Experienced scholars have often reported the same phenomenon. One of them expressed it thus: "If we measure adaptation in terms of the degree to which a person feels at home in a foreign place and assume that the effectiveness of the field worker is positively associated with this feeling, then optimum effectiveness in this study was not attained until the fifth or sixth month in the field".[4]

Another phrased it somewhat differently but with no change in emphasis. "For most of us research time abroad is a precious commodity. Some loss [of time] is inevitable; it is built into the situation and in the problems of personal adjustment abroad which everyone must face and deal with for himself."[5]

As was brought out earlier, the choice for the independent student is not a wide one—a semester or a year. Year-long independent study projects overseas have in the past generally been confined to college juniors and seniors. They, after all, are the ones who have studied a major field to sufficient depth to have the background on which an intensive study can be based. Freshmen and sophomores on the other hand, primarily engaged as they are in their final two years of "general education", should appropriately select less intensive and specialized projects, most of which are capable of completion within an academic semester.

A few institutions permit the student to submit more than a semester or a year of independent study towards fulfillment of graduation requirements. One—Friends World College—has built its entire program around the thesis that the student should spend nearly all of his undergraduate years in a series of foreign environments. In doing so, however, that institution has often been guilty of sending students abroad with the feeling that other societies would make few demands on them because they would be moving too rapidly from Mexico, to Kenya, to Britain, to India, to Japan to have time to learn the local language or adapt themselves to local cultural patterns. The adaptive, self-disciplined, self-motivated student emerges from an experience such as that of Friends World College with a broad education and a deep sense of involvement in humanity; the less well-balanced student drops out, turns inward rather than outward, or "goes native" in any particular country which appeals to him more than the others.

What is the cost of overseas independent study?

Implicit in the question of cost is the unstated corollary, are such experiences available only to the well-to-do student; There are two types of cost factors involved—direct, out-of-pocket costs for transportation, housing, food, entertainment, medical care, etc. and indirect overhead costs of the student's home institution.

Direct costs are generally easy to estimate in advance. Any travel agency can provide estimates on international travel costs. Since independent study programs abroad are usually of such length as to place them outside the limits of the various airline excursion fares, the independent student will often end up paying more for travel than the summer-traveling fellow student who stays within the 45 or 60 day upper limit on excursion fares. Unless these special fares are available, the student should plan on an average of 7-8¢ per mile for international travel costs. The dream of getting a job on a ship or buying a cheap freighter passage dies hard—even at seven or eight cents a mile airlines are cheaper than freighters and the maritime unions take a jaundiced view of college students who seek shipboard jobs and would thus deny employment to a union member.

Once overseas the wandering scholar (or the non-wandering one) will usually find housing available at rates ranging from $3 per day in countries such as Mexico or India, to as much as $6-$10 in high-cost countries such as Sweden, Italy or Japan. If austerity is the goal, it can be done more cheaply—but austerity can carry with it a squalor which may in the long run force the ascetic student to spend on medical care all that was saved by opting for the cheapest available room and bed. It's largely a matter of taste.

Even more closely related to taste is the matter of food costs. The U.S. student going overseas is well advised before going to purchase an International Student Identity Card. With such an identification in his pocket one may be eligible to eat in the student restaurants subsidized by many foreign governments and universities. The least one can expect is to benefit from special student admission rates to many overseas cultural events and institutions.

With or without a student identity card the student should count on a daily meal budget ranging from $2.00 per day to as much as $6.00 per day. Much depends on how many meals are self-prepared as against those purchased in restaurants. A passing word to macrobiotic dieters and natural food enthusiasts—it may be a lonely time overseas; there are few places in the world where such cuisine is available.

Local travel in pursuit of the study project, or for recreational purposes, will almost invariably be cheaper overseas than in the U.S. Public ground transportation by rail and bus is widely available and rarely does its cost average more than three or four cents per mile. And whether riding a Greek vintage bus of the early 1930's, Japan's Tokkaido express train, or the SNCF commuting train from Colombes to Paris, the student is involved more deeply in the host cul-

[4] Dennison Nash, "A Community in Limbo", Indiana University Press, Bloomington, 1970.

[5] Ward, Op. cit., p. 62

ture than by flying over it at Mach .90 in a Boeing or Douglas aluminum tube.

Public transportation is widely subsidized in the rest of the world; so is medical care. The careful student will secure before departure some form of illness and accident insurance, costs for which range from $5 to $10 per month. The difference is reflected in the extent of coverage; not the coverage for accidental death or that unlikely event so dear to the hearts of insurance salesmen "loss of both eyes and both arms", but the basic coverage of expense growing out of sprained ankles, unforeseen appendectomies, foreseen gastro-intestinal ailments with such coy names as Delhi-belly, Montezuma's Revenge, and Turkey Trots, or heat exhaustion.

Careful budgeting for overseas independent study also requires an allowance for admissions and entertainments. Though such activities are generally cheaper than one would expect them to be in the United States, their very cheapness often tempts the student into far more plays, museums, concerts and other events than would be indulged in back on home campus. Such a spending money item in the budget also covers laundry, postage, books, gifts for friends and relatives, and a reasonable amount of socializing.

The direct expense package thus adds up to total costs rather close to boarding student costs at public U.S. colleges and universities and somewhat less than costs at a private institution.

Budget Guidelines—One Semester

Item	Minimum	Maximum
International Travel	$ 400	$1,300
Housing	320	550
Food	200	550
Local Travel	40	200
Medical and Insurance	30	50
Pocket Money allowance	150	300
	$1,140	$2,950

The minimum figures above apply to nearby countries in Latin America and western Europe, the maximum would cover travel to any point in the world and a comfortable standard of living while there. Most students will end up between the minimum and maximum figures, closer to the former than to the latter.

To the direct costs of the overseas program must be added the charges for the indirect and overhead costs of the college or university which the student attends or which has approved the overseas program. In some cases there will be no such charge; the college will permit the student to withdraw for a semester or a year, allow complete freedom in setting up a program, and award academic credit on the return. Most institutions, however, have discovered that there are costs involved in overseas independent study projects and have set up a scale of fees to assist them in meeting these costs. Initially, there are instructional costs involved in encouraging one or more faculty members to devote considerable time to helping the student plan a program.

At the other end, there are time-costs involved for the same or other faculty members who are charged with evaluating the student's overseas work and determining what credit, if any, is to be awarded. In between come a variety of what might be termed fuzzier costs. Did a late decision on the student's part to enroll in independent study cause an empty dormitory bed which the college might otherwise have filled? Is the student permitted to take with him any college-owned books, periodicals, research papers, to assist the overseas work? How often while away does he or she write for advice, submit progress reports for evaluative purposes, expect a visit from an overseas faculty member? Is financial aid provided by the college while abroad, even though academic credit is uncertain until the post-return evaluation. If so, is the college gambling scholarship money which it could better control by investing in a campus-based student? All these are issues which confront the institution—and for which it may levy an appropriate charge.

One institution with a heavy program of overseas independent study programs, the School for International Training of the Experiment in International Living, reports that students who transfer from other colleges into its overseas programs for one semester pay an average overhead fee to their parent institutions of just under $100 per semester. This is for an "open" program. In the case of a "closed" program, as for instance that of the University of Illinois, the indirect costs are covered by requiring the student to enroll in a course labelled LAS (for Liberal Arts and Sciences) 299. The tuition paid for this course registration is presumably set at high enough level to cover the indirect costs which the university incurs through its program of independent study abroad.[6]

Summary

If I were asked to summarize this paper with one word, the word I would use would be "care". Obviously what I am pleading for is that the SECUSSA advisor exercise care in counseling students who seek an independent study opportunity overseas. Care must be shown in selecting students, in defining appropriate projects, in assuring the ability to communicate in the host language, in planning budgets, in selecting an area, and in evaluating the work performed. Independent study is apparently a permanent and desirable facet of U.S. higher education. What needs to be stressed is that no study is quite so independent as that performed many thousand miles from the home campus in a new culture, a foreign language, and without the institutional supportive resources that characterize group programs. For the appropriate student it can be the most significant educational experience since the first grade—the function of the foreign study advisor is to identify and assist that appropriate student.

6 Christopher G. Duffy, "Individualized Overseas Programs for Undergraduates", International Educational and Cultural Exchange, Vol. VII, No. 1, Summer 1971.

LEARNING HOW TO LEARN THROUGH A CROSS–CULTURAL EXPERIENCE

by John S. Duley

Some Common Goals of Cross Cultural Learning and Assumptions of this Paper Relative to the Best Learning Constructs:

A. Some common goals of cross cultural learning are to:
   1. Help people improve their ability to function effectively in a social environment different from the one they are familiar with.
   2. Help students identify and describe the values of their own culture, those of another culture and become aware of the effect these have on behavior; individual and corporate.
   3. Help people become aware of their own values, the importance they have for their own behavior and evaluate them by comparing them with those held by other people.
   4. Provide the opportunity for students to learn about the socio-political-economic-aesthetic aspects of another culture by direct experience of them.
   5. Help students use the experience of another culture for their own personal growth and development in decision-making, written communication, self-understanding, and self-reliance.

B. There are certain assumptions we have made in constructing the cross cultural learning experience in Justin Morrill College. These are:
   1. People need a means for structured reflection in order to maximize the learning available to them in the cross cultural setting.
   2. Most people pursue a "wait and see" policy in a strange social environment rather than undertake self initiated inquiry.
   3. In a cross-cultural environment, the learning is maximized to the extent that individuals are on their own and are responsible for their own actions and learnings.
   4. People learn best in an open, flexible situation in which the emphasis is on self-initiated learning with a limited basic structure of accountability provided.
   5. People learn best by trying to figure out on their own how to learn before you tell them how others have done it.

Educational objectives of the experiential component of a cross-cultural learning experience: Objectives related to cultural understanding: Students should improve their abilities in:
   1. Perception.
   2. Reading non-verbal communication.
   3. Value Clarification.
   4. Information source development.
   5. Cultural understanding.

Objectives related to personal growth and development. Students should improve their abilities in:
   1. Written communication.
   2. Decision making.

What the student needs to do to maximize the learning that is possible in a cross cultural experience.:

A. *Record what goes on by keeping a journal.* A journal is what I would call "personal writing", i.e., you write down what has meaning for you, why, and think about it with pen in hand. It is a written record of observations, reflections on and feelings about happenings, ideas, and/or questions. It is a very significant means of self exploration and discovery in which you write about your innermost thoughts and feelings, not for some other eyes, but for your own. It provides the opportunity to be harshly honest with yourself and to get it out into the open in a way less costly than revealing yourself to another person. For some people a journal is a writing practice book and it can be of great significance to anyone who wishes to develop his skills as a writer and communicator. For this purpose you try out various ways of expressing thoughts, experiment with the power of different words and forms. What do you write down in a journal? Frequently the best entries are records of observations, feelings, random notions, family and personal things. Here are some suggestions from Keven Bridge, a writing teacher in Justin Morrill College. "Give some time to serious philosophizing, try to define the goals and values that really matter to you, describe your roommate, list your complaints on a bad day, the things you are grateful for on a good day, describe someone you love or respect, describe the same scene when in two different moods, jot down and comment upon striking quotations, describe your reaction to a movie or a book or a play. Copy out significant quotes from a book and comment on them, analyze some popular singer or groups, or popular poetry, record your dreams, record and comment on significant ideas from books and courses." This kind of personal writing can and should help you pull together all the seemingly conflicting stimuli which bombard you, from a passage in a textbook in Asian history to a conversation in the Grill, from a lecture in a letter from your parents, from the President's press conference to the songs in a new album: stimuli which partly illumine, partly define each of us and then restructure and re-order our perception of reality. But you have got to do more than record these impressions. You've got to investigate their importance, their influence, the psychological reality they represent. You do this kind of investigating by asking yourself questions about their meaning and trying to write down some answers which satisfy you at the moment.

Since not everyone finds keeping a journal a practice they come by naturally, let me suggest a much more limited kind of journal to keep as an aid in maximizing learning

while in the field. It is a method developed by Dr. Helen Graves, a Political Science professor at the University of Michigan, Dearborn. She asks her students to record four things in their journals each day: a perception, feelings, one question you asked of the people you work with or live with, and a fantasy.

B. *Work on cross cultural learning skills and on skills related to personal growth and development.* Most of the skills I indicated earlier are related to cultural understanding and the development of those individual skills will improve your awareness and understanding of the structures and the values, feelings, and attitudes of people in another culture and the ways these influence behavior. The first of these has to do with improving your perception. This means that you have to learn how to make and record observations that are factual and accurate and which convey the meaning and feeling tones of environments, events, and states of being. Another has to do with developing information sources and networks. You have to be able to identify likely sources of information, evaluate their dependability and usefulness and develop an inter-related network of key informants and sources within the social environment. One way to evaluate your capability in this is through the use of the Critical Incident Technique. You should be able to describe the process by which you developed an information source network, plot it on a flow chart and evaluate the network indicating possible sources which could be added or other leads which might have been followed up. Another competency which will help you in cultural understanding is value clarification. By values I mean those convictions and priorities which are a significant part of the bases for an individual's or society's decisions or actions. You should be aware of your own values and value commitments and understand those of other individuals and cultures. One way to become aware of your own values and those of another culture is to identify decisions you make while in the field which are difficult and in which the difficulty stems from conflicting personal values. Once you identify the conflicting values you should describe why you hold them and how they came to be important to you. Having gained some experience in this you will be able to identify situations where the values of your culture are in conflict with those of the culture in which you are a guest. You can use the Critical Incident Technique as a means for reporting the analyses.

The reading of non-verbal communication is an important element in cultural understanding. Messages are communicated both by the physical and social environment and the body language of people. You can improve your capabilities in reading non-verbal communication by consciously working at it. You should try describing various environments and the mood they convey, and hypothesize as to the possible messages being communicated. You can check these hypotheses out in a couple of ways: compare your ideas with two other foreigners and by discussing it with two inhabitants of that social environment. You can do a similar thing with people-related non-verbal communication. Describe an incident in which you are not sure what is being said by the mannerisms and gestures you observed, hypothesize as to their possible meanings, check them out by comparison with the experience of two other non-residents of that culture and by applying the hypothesis in two other similar situations to see if they explain the behavior adequately. Again the Critical Incident Technique can be used for reporting and analyzing your attempts to use these skills.

What kind of preparation can a college provide for this kind of learning? I would say that there are four basic things which can be done: clearly define your educational objectives, give students some means of structured reflection, teach them how to use it, and simulate what you want them to do while in the field. We do the simulation in part by dropping students off individually in small Michigan communities for a day and ask them to use their own imagination to learn as much about that community as they can in a day's time. At the next meeting of the seminar we ask them what techniques they used and tell them what sociologists and anthropologists do in studying communities.

As a culminating part of this type of learning experience I think students ought to be asked to report by some means the learning that took place through this experience. I think they should use their journals or critical incident reports, if they used that technique, as supportive evidence in a report in which they indicate what they learned about the other culture, their own and about themselves.

Critical Incident Writing (sample sheet for students)

While you are in the field, you are expected to write critical incidents, narrative type and shorter newspaper type.

A critical incident is a brief description of an event in which you have tried to use or apply one of the cross-cultural skills in an incident or situation that involved you directly. These skills are:

1. *Information Source Development:* The ability to use many information sources within a social environment. The student should, therefore, develop information gathering skills such as observing, questioning associates and chance acquaintances, and listening with care.
2. *Cultural Understanding:* Awareness and understanding of the structures and the values, feelings, and attitudes of people in another culture and the ways these influence behavior.
3. *Interpersonal Communication:* A person should not only listen well and speak clearly but also be sensitive to non-verbal communication, i.e., the messages available from physical movements, facial expressions and the quality of face to face encounter.
4. *Commitment to Persons and Relationships:* The ability to become involved deeply with people: to be able to give and inspire trust and confidence, to care and take action with and for them in accordance with one's concerns.

5. *Decision Making:* The ability to come to conclusions and take action in spite of inadequate, unreliable, and conflicting information. In making decisions in a cross cultural setting a person must learn to trust feelings, searching for the best possible course or the most viable alternative.
6. *Self-understanding:* Awareness of and insight into one's own learning processes, strengths, weaknesses, successes, failures, prejudices, values, emotions, and goals.
7. *Self-reliance:* Independence, autonomy, resiliency, willingness to accept responsibility for one's actions and education, receptiveness to new experiences and ideas, confidence in one's self and ability to function independently.

Additional Skills For Those Who Choose A Field Study Involving Social Change:

8. *Commitment to Causes:* The ability to become involved in causes and objectives embedded in the here and now and embodied in the groups and persons in the immediate social environment.
9. *Problem Solving:* In working with others, the ability to define problems, develop and test hypotheses, collect information from the social environment, make and carry out decisions that overcome barriers to common goals.

To write a critical incident, select an incident or event that happened to you and then identify the most appropriate skill (decision making or cultural understanding, for example). Be sure that your "incident" is indeed a single incident and identify only one skill. State the skill early, either at the top of the page or in the first sentence of the critical incident.

Secondly, state what was at issue in the incident. Was it a problem to be solved? A decision to be made? Action to be taken? A mission or task to be accomplished? Controversy to be settled? Opinion to be arrived at or an understanding/agreement to be reached? Be sure to say specifically what was at issue. In other words, say "I needed to find out how to get across town with only 5¢ bus fare" instead of "I had a problem to be solved".

Next, describe all of the relevant surrounding circumstances and provide all necessarybackground information that the reader will need to fully understand the incident. This may include place, occasion, social contexts, time of day, weather, and people. When you mention people you may need to include age, occupation, sex, attitudes, nature of their involvement in the incident,their relationships to you, to each other, etc.

After providing all the background information and explaining the situation, describe as specifically as possible what you did in response to the above circumstances, particularly in terms of the skill you were trying to apply.

Finally, write a brief analysis of the incident by (a) indicating in what ways this incident was a successful or unsuccessful demonstration of the skill you were trying to apply and (b) writing a summary statement describing the following for the skill used:

1. *Information source development:* Summarize the process which you went through in the development of your information source or network.
2. *Cultural understanding:* What understanding or insights into that culture or your own did this incident give you?
3. *Interpersonal communication or commitment to persons and relationships:* Summarize the developmental process in the communication or the development of commitment.
4. *Decision-making:* Summarize, in so far as possible, the information source development that took place, the alternatives and consequences you considered, your values that influenced the decision and what kind of decision-making strategy you were engaged in.
5. *Self understanding:* Summarize the insight about yourself which the incident provided including the values and goals that became clarified.
6. *Self reliance:* Summarize how the incident helped you develop more self reliance.

There are two types of critical incidents, newspaper and narrative. The newspaper type covers all of the above points but doesn't go into a great deal of detail about your feelings and attitudes as the incident unfolds nor provide as much background information. It covers the facts as completely and concisely as possible. The narrative type is as thorough and detailed as possible, somewhat resembling a segment out of your autobiography, including your feelings, thoughts, and attitudes and as best as you can judge, those of others. You will go into greater detail in background information and your description of the surrounding circumstances. Generally, the newspaper type critical incident averages 1½ pages, typed, and the narrative type averages 3 pages, typed.

Incidentally, "critical" is something of a misnomer. A suitable incident need not be earthshaking or traumatic. It need only be significant in some way to you and be related to one of the skills listed above. It may be an incident that is typical of something you've learned or makes you aware of a change that is taking place either within you or your situtation. And it may be something that didn't seem very important at the time but a few days or weeks later you realize it was significant in some way. Remember that it doesn't have to be a successful demonstration of the skill—you're allowed to make mistakes and even blow it completely. And it may be just as important because of something you didn't do as something you did do.

A couple of points to remember: (a) always state a skill and narrow it down to one; (b) make sure your description is about a specific incident, not a general condition or an ongoing problem; and (c) don't forget the analysis at the end, including whether or not it was a successful demonstration of the skill and why.

Appendix 8

THE ROLE OF LANGUAGE IN AN OVERSEAS EXPERIENCE

by Alvino Fantini
School for International Training

The proliferation of overseas programs for American students has raised numerous questions concerning the need for language study beyond those tongues traditionally offered by our colleges and universities. The language need of students who go abroad also challenges the traditional approach and content of our foreign language courses and their means of assessment. Increasingly, we are obliged to re-examine and reassess offerings in an effort to fumulate new courses appropriate to the needs of those who find themselves requiring language for use in field situations.

Happily for those going to countries like France, Germany, Spain, etc., language courses provide some exposure, adequate or not, to the required tongue. However, in too many other cases in which exchange programs take young Americans abroad to countries such as India, Yugoslavia, Poland, Holland and others, we find that little provision or thought has been given to providing for the language needs of these students. Most commonly an altogether casual attitude is prevalent, like, "Yes, it would be nice to be able to study Polish, but....". Too often, those responsible for such programs have not thoroughly examined their objectives and faced head-on what components should form part of the preparation indispensable for students—for Yugoslavia just as much as for Spain.

It is certainly true that individuals may learn and grow through cross-cultural exposure, even if that exposure is in their own language. However, it cannot be denied that much is missed when the participant in that experience does not possess even a minimal knowledge of the language of the host country. On the other hand, if one were to accept even a weak version of the Whorf-Sapir hypothesis concerning language determinism and relativity, one would have to admit that language becomes an indispensable tool for learning about another culture on its own terms. One can only acquire the world view of another people through their language medium, not through one's own.

Acceptance of this statement would ultimately lead us to the conclusion that language should indeed form an integral part of preparation for entry into another society. Yet even if one accepts this on a philosophical level, we would all readily acknowledge the difficulties of actually providing language instruction especially in the amounts desirable. Hence the implementation of language training will certainly always fall short of our requirements. But that is not to say that the problem needs to be overlooked entirely. Some thing—even if only the bare minimum—can and should be done!

At most, one would need to determine the acceptable language proficiency level necessary for the student to get the most out of the overseas experience. Statistics from the Foreign Service Institute (FSI) all too readily point out the amount of input needed to achieve various levels—inputs that usually require hundreds upon hundreds of hours of study. [See Chapter IV.] What can be provided, then, inevitably falls short of the desired input. But to give up altogether or not to acknowledge the need is far worse.

A variety of things can be done. For example, requiring students (or at the very least, encouraging them) to do self-study, engage a tutor, take a course at another institution or at a commercial language school, enroll in courses in-country, or organize your own brief pre-departure courses, are all possible considerations. At the very least, the importance and significance of language to the entire experience should certainly be stressed in hopes that the student will become motivated to look into alternatives personally.

If courses are in fact available on the same campus, or if they may be organized in an intensive program just prior to departure, what should we look for? The traditional approach to language study, concerned primarily with the technological aspects of language (such as noun declensions, verb paradigms, tense forms, etc.) is not enough. We are all cognizant of the fact that for the most part this knowledge does not necessarily translate into useful skills. Our search should consider a course rather in "communicative competence", not merely in language. This term seems necessary since we are concerned with far more than just language. That is, we are concerned not only with the mastery of linguistic elements, but also with the student's ability to perform specific tasks (like being able to take a bus to the Plaza Espana, purchasing items, ordering a meal, etc.) as well as to use the language appropriately in a given context.

Broadening our concerns to communicative competence also means a different approach to its assessment. Traditional language tests reflect traditional language courses in their exclusive concern with the testing of linguistic items. Yet neither the traditional language course nor its assessment indicators insure that the student can indeed perform appropriately abroad. Letter or number grades of A, B or C; 80 or 95, and not even percentile scores taken from nationally normed tests, tell us anything about the student's ability to speak and understand the language. Information such as two years of college study or four years of high school Spanish tell us little more. For this reason, other systems are needed. The Peace Corps and The Experiment in International Living, for example, adopted the scale first developed by the Foreign Service Institute (FSI) which has far more significance in telling something about the level of language use. Once understood, the FSI scale, which ranges from 0 to 5 (from zero proficiency to native proficiency), conveys tremendously useful information which actually describes how well a student can use the language in question. [See Chapter IV.]

Furthermore, if we agree that the objectives of a course in communicative competence are broader than a course in

language, then none of the available tests—departmental language tests, the usual teacher criterion-reference tests, or nationally normed achievement tests (the MLA Cooperative FL Tests included)—serve our purpose. What we need is an instrument which judges the student's use of language, his/her ability to perform specific tasks (no matter how he massacres the subjunctive form), as well as the knowledge of specific linguistic information. The third point just listed, however, is usually the first and only concern of all other language tests. Only such a three-pronged instrument would be comprehensive enough to assess the differing kind of language experiences of the student who goes abroad from those of the student who stays behind in the classroom. Such an instrument permits the inclusion of the exchange student's uniquely different objectives, it may serve as a guideline for keeping one's eye on the objectives as the experience unfolds, and it may serve finally as a measurement tool for determining whether or not the expressed objectives are accomplished by the end of the experience. The tool may be used and shared by the student and faculty jointly. It becomes an explicit statement which serves as a focal point for discussion at various stages during the program.

Finally, a course in communicative competence,if offered intensively just prior to departure, should and must assume its proper role within the preparatory orientation. If one views orientation as a process, one must not neglect the fact that language acquisition is also a process. As one moves along the continuum from one point to another, the need for language soon becomes apparent, somewhere along this continuum, just as it eventually becomes indispensable for continued progress toward the end goal. The meshing of language and orientation is a natural one in the same way that language teachers often speak in the same breath of language and culture. The problem is that too little has been done on the programming level to insure that the two are indeed integrated. Most anthropologists would agree that all human behavior originates in the use of language. It was language which transformed our anthropoid ancestors into man and made them human. In this sense language is a major part of human culture. Yet most language courses limit themselves almost exclusively to dealing with language technology and only peek out from time to time at culture. Conversely cross-cultural orientation often considers many aspects but too often overlooks language.

Those of us involved in preparing students for study abroad should certainly recognize the need to broaden the scope, then, not only of the language courses but also of pre-departure orientation programs. Those of us concerned with cultural orientation must also be concerned with language, just as teachers of language must also be concerned with its broader context—culture. Our charge, it would seem, is to bring these two areas together under one roof.

Finally, some thoughts to consider:

(1) Courses should be viewed as a transition from a teacher-centered, teacher-dominated situation to one in which much of the responsibility is transferred to the student for his/her own learning. The student will continue to be a language learner in the field long after formal separation from the teacher.

(2) We must view our course as one which has a beginning, but no end. Language learning again will continue after formal termination of classes. Consequently students need to be prepared with simple techniques so that they may continue to learn in-country and so that they may maximize this learning.

(3) We should identify immediate "survival" needs, especially for beginning students of a language. We must prepare students for these basic situations rather than follow the prescribed syllabus of a given text or college course.

(4) Teach communicative competence, not language technology.

(5) We should view learning as a process with the content variable in accordance with the needs of the participants. Once we have identified significant steps along the continuum, we will need appropriate assessment tools to know when we have reached them.

(6) Goal-setting as well as evaluation should be accomplished through joint student/staff efforts. Faculty alone should not determine the objectives nor the means of assessing an experience unique to each individual as is normally the case in a field situation.

This paper may provoke more than mild controversy. However, it is hoped that the statements made will serve as a challenge to re-examine what we are doing when we send young Americans abroad and what are our responsibilities and commitments in so doing so that we may work consistently toward what we have spelled out as our philosophical tenets, whether or not these are fully achieved. This is not unlike the oft-quoted statement that "ideals are like stars that guide us", and even though we may never reach them, they nonetheless help to illuminate our path.

CHECKLIST OF BASIC QUESTIONS FOR EVALUATION OF PROGRAMS ABROAD

TYPE OF PROGRAM

Is the program travel only, study only, or a combination?

LOCATION OF THE STUDY PROGRAM

1. Is the program given at a recognized foreign university, teacher training college, or high school?
2. Is the program given in the foreign country at a U.S. accredited college or university campus?
3. Is the program given at rented facilities not part of a recognized foreign higher educational institution?
4. Is the program without a specific location?
5. Are living conditions described: dormitories, native families, hotels, pensions, etc.?

RECOGNITION OF PROGRAM

1. Is the program given by a recognized foreign university?
2. Is the program given in the foreign country by a U.S. accredited college or university?
3. Is the program given in the foreign country by a U.S. type college not yet accredited?
4. Is the program given by a recognized non-profit foundation?
5. Is the program given by a U.S. professor in collaboration with a commercial organization?
6. Is the program given solely by a commercial organization, or other group or institution?

QUALITY OF PROGRAM

1. Has the program been in operation for some time?
2. Does the program enjoy a good reputation in the U.S.?
3. Can the sponsor be contacted easily through an office or only through a mailing address?
4. Are the names of former participants and teachers supplied upon request for further contact?
5. Do leaders and instructors receive commissions for securing participants? How many will be accepted in the program?
6. Have the program aims been precisely and clearly defined in the written descriptive materials, including course content?
7. Is information on financial backing of program available?
8. Are the physical facilities used for the program described in the briefing materials, noting location, classroom size, etc?
9. If credit is awarded, how much?
10. How is the academic work evaluated?
11. Are transcripts issued?
12. Is the program recognized by the college to which you expect to return in the U.S.A.? Is credit allowed or must validating examinations be passed?

ADMISSION REQUIREMENTS FOR STUDY PROGRAM

1. How are participants selected?
2. Is age considered?
3. Are admission requirements selective?
4. How much previous education is required?
5. Is the level of proficiency in the language of instruction clearly stated? Will additional language training be a part of the program? Or will instruction be given entirely in English?
6. What is the original deposit and when must it be paid?

COMMITMENT OF SPONSORING AGENCY TO THE PROGRAM

1. Cost: Which services are covered? Which are not covered? Is an estimate of additional expenses included in the briefing materials?
2. Refunds: In the event of cancellation, when and how is refund made? How much? Until when can a participants cancel and for what reasons? If program is canceled by sponsor is a full refund guaranteed?
3. Insurance: Is it provided? Does it cover health, missed flights, baggage, liability? What does it cost? What terms are available? Who is the insurance carrier? Does the insurance guarantee financial responsibility for the program?
4. Orientation: Is it offered? Where, how long? What is included? What is cost if not included in overall price?

SOCIAL INVOLVEMENT OF PROGRAM

1. What are the methods offered for meeting the native people?
2. What are the local travel arrangements?
3. What type of local housing is offered?
4. How much time is devoted to social involvement? What opportunities are available for discussion, interpretation and increased understanding of the local culture?
5. Is there a required commitment to in-group trips and other activities?
6. Are there specified leaders? Who are they? How are they selected? How long have they served? Are they on all or only part of the program? Are these leaders or any professors paid for recruiting students or are they on straight salary?

TRANSPORTATION FACILITIES FOR PROGRAM

1. Is transportation provided as part of the total program cost or is it left to the participant to arrange himself?
2. If the program uses charter flights does the chartering organization adhere to the Civil Aeronautics Board rules? Are return flights included? Is bond posted for legal requirements to guarantee return? If the charter should not fly is there an alternate available? Is total cost refundable? If so, when? If doubtful, ask charter organizer.
3. In case of necessary withdrawal and early return of a student to U.S.A. is a refund or flight change permitted? If so, how?

PROGRAM EVALUATION FORM SAMPLES

The following three forms are part of a set of five developed by Dr. Ivan Putnam, Director of the Office of International Programs of the State University of New York at Albany, in conjunction with a joint committee representing the SUNY system and the City University of New York. These excellent forms have been used by both systems in evaluating their study abroad programs, and it is hoped that they may be useful to campuses across the U.S. desiring to improve the quality of their programs. Mary Jane Kingkade, Dean of University and Special Programs, CUNY, and Martin J. Murphy, Director, Program of Study Abroad, CUNY, were also instrumental in the development of these forms.

Included here are the forms used during the on-site evaluation interview with the program director, on-site evaluation interview with the host university and/or adjunct faculty and on-site evaluation interviews with student participants. Due to space constraints we have been unable to include the fourth and fifth portions of the SUNY/CUNY packet, the form completed for the members of the evaluation team by the Director of International Programs on the home campus, and the outline for the on-site evaluation interview with host university officials.

OUTLINE OF ON-SITE EVALUATION INTERVIEW WITH PROGRAM DIRECTOR

Considerable factual information is requested from the program director, since what actually goes on in the field may be unknown to home campus authorities or may have had to be changed because of unanticipated circumstances. This outline may be sent to the program director in order that the information may be completed in advance to save time during the team's visit.

Program_____ Director_____

His home campus_____ Title_____

His academic field_____ Date he began as Director_____

Interview date_____ Interviewer_____

A. Program objectives
   1. What are they?
   2. Appropriateness to program location
   3. Extent to which students understand and accept them
   4. Extent to which they are being met

B. Program enrollment
   1. Numbers of students initially Undergraduate Graduate
      a. From the administering campus
      b. From other SUNY units
      c. From outside SUNY
   2. Dropouts since program began—numbers, reasons
   3. Comparison of initial size of study group and projected enrollment upon which budget was based

C. The academic program
   1. Academic calendar
      a. Dates of beginning_____; ending_____
      b. Weeks_____and days per week_____of instruction.
   2. Courses offered—please fill in the table on the next sheet indicating whether each course is a regular university course, a special course for foreign students, an adjunct course for the SUNY group, or one taught by SUNY faculty; the number of hours of instruction per week; credit; total enrollment and SUNY enrollment; language of instruction; and the director's overall rating of the course as good, fair, or poor. In the space below indicate the basis for your ratings.
   3. Appropriateness of program content in relation to program goals and student interests.
   4. Field trips
      a. Type, extent, and timing
      b. Relation to course work—required? necessary?
      c. Supervision
      d. Values
   5. Independent study
      a. Type, extent, and relation to other academic work
      b. Supervision
      c. Quality of work—who evaluates and on what basis?
      d. Desirability
      e. Values
   6. Other types of learning experiences—nature, extent, values
   7. Overall quality of the academic program
      a. Relative to comparable home campus courses
      b. Relative to host country university courses
      c. Distinction between undergraduate and graduate if both are included.
   8. Academic load taken by students
      a. Range of credits of enrollment
      b. Required courses
      c. Level of effort of students in relation to home campus programs
   9. Out-of-class academic assistance to students
      a. Type, extent, and timing
      b. How and by whom provided
      c. Effectiveness

Courses Offered	Type of Course: University	Type of Course: Foreign Student	Type of Course: Adjunct SUNY	Type of Course: SUNY Faculty	Hours Per Week	Credits	Course Enrollment: Total	Course Enrollment: SUNY	Language	Director Rating

10. Evaluation of students's work
    a. Grading system
    b. Who does the grading
    c. If grades are not in the U.S. system, who translates them to U.S. terms and on what basis?
    d. Procedures for recording and reporting grades, including timing
    e. Describe any problems in acceptance of grades by home campuses
11. Academic advising
    a. Within the program
        (1) Nature of advisement
        (2) By whom
        (3) Describe the curve of advisement requests
    b. For return to the home campus
        (1) Nature
        (2) By whom
        (3) Describe the curve of advisements requests
12. Particular problems and recommendations for improvement

D. Program faculty

1. Host institution faculty teaching university courses
    a. General level of qualifications
    b. Effectiveness with SUNY students
        (1) In teaching
        (2) In evaluating students' work
        (3) Accessibility to and relations with SUNY students in and out of class
2. Adjunct faculty
    a. Selection
        (1) When selected
        (2) By whom
        (3) On what basis
        (4) Qualifications relative to home campus and host country university faculty
    b. Effectiveness with SUNY students
        (1) In teaching
        (2) In evaluating students' work
        (3) Accessibility to and relations with SUNY students in and out of class
        (4) Care in handling records and other administrative detail
3. SUNY personnel teaching in the program
    a. Rationale for having them teach
    b. Selection
        (1) By whom
        (2) When
        (3) Criteria
    c. Effectiveness with SUNY students in the foreign setting
        (1) In teaching
        (2) In using resources of the site area
        (3) In evaluating students' work
        (4) Accessibility to and relations with SUNY students in and out of class
        (5) Care in handling records and other administrative detail
4. Problems and/or recommendations with respect to program faculty

E. Student participants

1. Nature and adequacy of background information on students
2. Effectiveness of selection process with respect to
    a. Academic ability
    b. Language facility
    c. Maturity
    d. Adaptability and adjustment
    e. Attitude
    f. Other—explain
3. Adequacy of preparation for the overseas experience
    a. Pre-departure
    b. After arrival abroad
4. Participants' adjustment to overseas situation
    a. Seriousness and effort
    b. Academic performance
    c. Behavior in host culture
    d. Acceptance by
        (1) Host institution or adjunct faculty
        (2) Host institution students
        (3) Host community
    e. Extent and nature of meaningful contact with host culture
5. Changes that seem to be taking place in participants, nature and extent
    a. Desirable
    b. Undesirable
6. Apparent values to students from the experience and extent to which they apply. Examples of possible values:
    a. Knowledge
    b. Changed attitudes
    c. Personal growth and maturity
    d. Cultural sensitivity and understanding
    e. Perspective on home culture
    f. Others
7. Problems and/or recommendations

F. Administrative arrangements—what is done, and what problems have arisen

1. Registration
    a. Home campus
    b. Overseas
2. Director's supervision of academic program
    a. Extent
    b. Effectiveness
    c. Problems
3. Facilities and services
    a. Housing
    b. Health service
    c. Classrooms
    d. Laboratories
    e. Library resources
    f. Local transportation
    g. Director's office
        (1) Location
        (2) Personnel
            (a) Time allocated
            (b) Qualifications
            (c) Duties
            (d) Effectiveness
        (3) Adequacy of office facilities and operation
4. Relations with
    a. Host institution—reciprocity
    b. Host community
    c. Home campus
    d. Other SUNY campuses from which students come
    e. Program Representative in Paris
    f. Central Office of International Programs
5. Reports prepared by Director—nature, timing
    a. For home campus
    b. Others
6. Problems and/or recommendations

G. Overall evaluation

1. The program
    a. Best features
    b. Worst features, and how to improve them
    c. General rating
        (1) In comparison with home campus experience of students

(2) In comparison with other overseas study programs
(3) In comparison with host institution program for its own students
(4) Is the program a credit to SUNY? Why?

2. The program director's job
   a. Reactions to process of selection and orientation for the job
   b. Comments on duties
      (1) Academic functions—orientation, registration, teaching, supplemental tutoring, field trips, academic advising, academic record keeping, etc.
      (2) Student personnel functions—cultural orientation and adjustment, personal advising, housing, health and insurance, student relations with officials, faculty, students, community, home campus, etc.
      (3) Administrative functions—participation in selection and orientation of students, selection of adjunct faculty, supervision of program staff, relations with host institution and home campus, handling program finances, etc.
   c. Chief satisfactions in the job
   d. Chief frustrations and how to relieve them
   e. Overall evaluation of the experience
      (1) Professionally
         (a) Values
         (b) Disadvantages
      (2) Personally
         (a) Values
         (b) Disadvantages
      (3) Would you take the job again or recommend it to a colleague?
   f. Succession to the job
      (1) Why does this program need a resident director?
      (2) If a program director could not be sent, what alternative supervisory arrangements would be possible and practical?
      (3) If a director is sent, what qualifications should he or she have?
      (4) How can a new person best prepare to serve in the job effectively? Is any overlap provided with the former director?
      (5) What is the optimum period of service for a resident faculty director of overseas academic programs in general? Of this program in particular? Why?

H. Additional comments and concerns

OUTLINE FOR ON-SITE EVALUATION INTERVIEW WITH HOST UNIVERSITY AND/OR ADJUNCT FACULTY

In adapting the following topics to the interview situation it should be kept in mind that we are evaluating the SUNY overseas academic program—not the host institution, its personnel, or its academic offerings. Questions should be diplomatically phrased with due regard to cultural attitudes toward frank discussion of personal or critical matters.

Program _____ Date _____

Interviewer _____

A. Faculty interviewed—names, titles, academic fields, relations to the program and to the host institution

B. Objectives of the SUNY Program
   1. Understanding of what the objectives are
   2. In what ways are they appropriate to the location?
   3. How and to what extent are they being met?

C. Role of host institution and/or adjunct faculty—extent and nature of participation in the program

D. Comments on relations with
   1. Program director
   2. Students

E. Comments on the academic program available to SUNY students
   1. Comparative level
   2. Comparative quality
   3. Class size and mix
   4. Appropriateness of content for student group
   5. Teaching methods used and effectiveness
   6. Required work of courses—nature, amount
   7. Field trips
      a. Nature and number
      b. Relation to course work
      c. Why necessary
      d. Values to the student participants
   8. Independent study
      a. Extent and subjects
      b. Quality of work
      c. Supervision
      d. Desirability
      e. Values
   9. Students' need for tutoring or other forms of out-of-class help and resources
   10. General evaluation of SUNY students' work—basis for judgement, comparison with other students taught
   11. Grading—basis, done by whom
   12. Academic records kept by instructors—nature; what is done with them
   13. Attitudes of host country faculty colleagues toward the program—reasons for these opinions

F. Comments on students in the program
   1. General academic ability
   2. Preparation and background in subject fields
   3. Language facility (speaking, understanding, reading, writing)
   4. Seriousness and effort
   5. Academic performance
   6. Maturity
   7. Adaptability and adjustment
   8. Attitude
   9. Behavior
   10. Acceptance by host institution faculty, students, and the community
   11. Nature and extent of students' contact with host country students
   12. Changes noted in SUNY students since the program began
      a. Desirable
      b. Undesirable
   13. Values the program has for the students—basis for answers

G. Comments on administrative arrangements for the program
   1. Academic advising for the students
   2. Personal advising of the students
   3. Registration for program courses
   4. Supervisory personnel
      a. Selection
      b. Effectiveness
      c. Relationships with host university and/or adjunct faculty
   5. Supervisory practices
   6. Financial matters

H. Comments on program continuation
   1. Desirability
   2. Would interviewee be willing to teach in it again?
   3. Recommendations for program improvement

I. Overall rating of the program

J. Reaction to participation in the program
   1. Professional and personal benefits
   2. Disadvantages

K. Additional comments and concerns

OUTLINE FOR ON-SITE EVALUATION INTERVIEWS WITH STUDENT PARTICIPANTS

It is suggested that evaluation interviews with students be scheduled early in the evaluation visit. Since individual interviews will usually not be feasible because of time constraints, group sessions with one evaluator and 4 to 6 students are suggested. At least an hour and a half should be allowed for each such session. Since the evaluator will presumably know the facts about the program, few of the items in the outline are informational. Most are intended to be the basis for evaluative questions—what is the students' reaction to or opinion regarding the item? The outline is intended to be fairly complete, leaving the evaluator to select the items appropriate to the particular program situation, and of course questions not in the outline may be introduced by either the evaluator or the students.

Program_____ Date_____ Evaluator_____

A. Students interviewed
   1. Number
   2. Names of home campuses
   3. Academic levels and majors
   4. Length of time in the program

B. Pre-program aspects
   1. Personal goals in studying abroad
   2. Relation of overseas study to academic and professional goals
   3. First information about program
      a. When, source, adequacy
      b. Available information on other programs
      c. Advisement—availability and adequacy
      d. Involvement and influence of
         (1) Returned former participants
         (2) Returned program director or other faculty
         (3) Host country faculty and students on campus
   4. Knowledge of stated program objectives
   5. Basis for choosing program
   6. Application process
   7. Student selection
      a. Criteria and their appropriateness
      b. Procedure
      c. Effectiveness in terms of group selected

C. Pre-departure program aspects
   1. Academic advisement and registration
   2. Preparation for overseas experience
      a. Information provided on specific preparations—passport, visas, finances, shots, insurance, travel plans, what to take, etc.
      b. Contact with previous participants and directors, visiting students and faculty from host country
      c. Language preparation
      d. Reading recommended and undertaken
      e. Orientation sessions—number, content, length, values
      f. Other preparation

D. Overseas program experience
   1. Travel arrangements
   2. Overseas orientation and information—nature and values
   3. Academic program
      a. Overseas advisement and initial registration
      b. Courses taken
         (1) When selected
         (2) Were course descriptions available prior to selection
         (3) Was adequate choice of courses available
         (4) Appropriateness of courses to needs
         (5) Content—quality, interest
         (6) Roots in host culture
         (7) Uniqueness as compared with home campus courses
         (8) Comparative level and rigor
         (9) Values
         (10) Comparison with expectations
      c. Instruction
         (1) Methods
         (2) Effectiveness
         (3) Classes—size, makeup of enrolled group (Americans, host country nationals, other foreign students)
         (4) Language problem
         (5) Use of resources of the area
         (6) Supplemental instruction, tutoring, etc.
         (7) Relations with professors—nature, extent
         (8) General rating of instruction
      d. Library
         (1) Accessibility
         (2) Adequacy
      e. Field trips
         (1) When, how many, length
         (2) Who went
         (3) Leadership and organization
         (4) Relation to academic program
         (5) Values
      f. Independent study
         (1) Nature, content, and how much
         (2) Relation to overall academic program
         (3) Resources
         (4) Supervision
         (5) Grading—method, by whom
         (6) Values
      g. Evaluation of academic performance
         (1) Testing—type, frequency
         (2) Papers—type, frequency
         (3) Grading—method, by whom, on what basis
         (4) Self-evaluation of academic performance on a scale of full capacity to "goofing off"
      h. Language
         (1) Prior facility—how measured
         (2) Extent of need and use—how used
         (3) Opportunity to learn during program
         (4) Improvement
      i. Academic advisement
         (1) By whom and when
         (2) Adequacy
         (3) Home campus contact
      j. Academic schedule—convenience and continuity
         (1) Daily
         (2) Overall
      k. Facilities
         (1) Classrooms
         (2) Laboratories
         (3) Equipment
         (4) Other
      l. Particular academic problems
   4. Housing
      a. Type
      b. Location
      c. With whom
      d. Arranged by whom
      e. Meal arrangments
      f. Reasonableness of cost and comparison with advance information
   5. Cultural contact
      a. People—students, families, others

(1) Extent and nature of contact
(2) Depth
(3) Means of initiating
(4) Will relationships continue after return home?

b. Resources—libraries, museums, theatre, music, festivals, food, sports, schools, churches, government, social services, historic sites, rural life, businesses, etc. Nature and extent of use

c. Travel
(1) When and where
(2) With whom
(3) How much
(4) Purposes

d. Relations of cultural contacts to academic program

e. Values of cultural contacts

6. Health care
a. How provided
b. Extent of use
c. Adequacy

7. Health and accident insurance
a. Extent and nature of use
b. Adequacy

8. Personal advising
a. By whom
b. Accessibility
c. Kinds of problems
d. Adequacy of help

9. Program Administration—comments on adequacy of administrative arrangements, suggestions for improvement
a. Home campus arrangments
b. Host university arrangements
c. Program director's role

E. Program costs

1. Range of total costs
2. Relation to pre-departure estimates
3. Relations to resident home campus expense

F. Summary evaluation of program to date

1. Best aspects of the program
2. Worst aspects
3. Values gained
4. Comparison of overall program experience with expectations
5. Do participants feel they made the right decision in joining the program? Would they recommend it to others?

G. Recommendations for program improvement if not already given

RECOMMENDED GUIDELINES FOR ENCOURAGING FACULTY INITIATIVE IN DEVELOPING FOREIGN STUDY PROGRAMS

The following is the format used by the University of Tennessee to encourage and assist faculty interested in establishing an overseas program.

1. The College of Liberal Arts encourages faculty members to design and conduct academic programs abroad through which qualified students enrolled at The University of Tennessee, Knoxville may earn credits in fulfillment of degree requirements.

2. Foreign Study programs may vary in scope, content, and duration. Some programs may be conducted for brief periods during vacations, while others may extend through one, two, three or more quarters. Some programs may enroll only a single student (or perhaps a small group of students) for independent study abroad; others may involve a larger number of students enrolled in a class (or classes) conducted abroad by one or more members of the college faculty. Other programs may involve cooperative arrangements with other institutions and include participation by non-resident faculty and students. With respect to the involvement abroad of the College faculty, foreign study programs may be classified in three specific categories:

A. *Independent Study Abroad.* Programs offered as opportunities for independent study under the immediate guidance and direction abroad of one or more faculty members from those departments of the College which offer the course number "4101", entitled "Foreign Study". Such programs may be offered apart from or in conjunction with the programs described in "B" and "C" below, with the understanding that up to 24 hours of credit earned by independent foreign study may be applied toward a degree in the College of Liberal Arts, although individual departments may limit the number of such hours which may be applied toward a specific major.

B. *Foreign Study Courses.* Programs consisting entirely of courses to be taught abroad by one or more faculty members who would normally teach them on campus; such programs may also include special courses designed to take advantage of the overseas site(s) and facilities in which the program is conducted.

C. *Inter-Instituional Study Abroad.* Programs conducted by one or more faculty members of the College and which include courses taught by non-resident staff. Such programs are distinguished from "B", above, by the need for more formal arrangments between The University of Tennessee and other institutions in the United States or abroad.

3. Faculty members interested in participating in a foreign study program will develop a tentative prospectus which shall describe in detail the following:

A. Proposed dates (beginning and ending)
B. Proposed location(s) and itinerary
C. Academic curriculum
D. Teaching, counseling, and administrative responsibilities of participating college faculty
E. Travel arrangements
F. Arrangements for housing and food abroad
G. Special arrangements with cooperating or supporting institutions abroad
H. Proposed budget (including: registration and other fees, faculty and staff salaries, transportation, travel, housing and insurance expense, subsistence costs and all other expenses to be incurred in support of the program.
I. Cost to the student based upon the minimum number of participants necessary to sustain the proposed program, including all regular tuition and fees
J. Proposed schedule of target dates for receipt of applications, deposits, final payments and applicable refunds
K. Draft announcements or brochure describing the proposed program, including standard of liability waiver statement.
L. Statement of the criteria to be used in selecting students for participation
M. Orientation plans
N. Plans for program evaluation

4. The tentative prospectus shall be reviewed by the appropriate department head and recommended to the Doan at least nine months prior to the anticipated beginning of the proposed program.

5. Participation in an overseas program often requires some types of social and academic competence not normally required for study in the home country. Those who select participants for overseas programs must look for these abilities, which should include the emotional stability required to sustain the proposed foreign study program, a demonstrated potential for social and physical adjustment, and an adequate understanding of both the United States and the host country. Wherever applicable, some study of the language of the host country should be required before departure from the United States. There is also an accentuated need for some of the qualities normally required for college admittance.

6. Every program should incorporate a careful evaluation of each participant through grading, testing, and other methods. Most foreign institutions rely heavily, and in some cases solely, on examinations. Program directors are expected to make a special effort to secure other data such as instructors' evaluations of written work or instructors' total evaluation of the student's work, either written or by oral report to a staff member. The norms for student achievement should be consonant with policies and practices on campus. They should be so comprehensive as to test effectively

the participant's success in achieving the broader educational aims of the program as well as the more strictly academic goals.

7. Programs which enroll students from other than The University of Tennessee, Knoxville have a special responsibility to furnish the student with the records he needs to secure the appropriate amount of credit from his own institution. As much information as possible about the foreign experience should be shown on the transcript, and full information about course content and the student's performance should be available on request.

8. Each student should have clearly defined academic obligations. These requirements need not duplicate the situation on campus but should be equally rigorous. The student should be obligated to develop his intellectual interests and to take maximum advantage of the cultural and intellectual opportunities open to him in the host country. The program should encourage independent achievement beyond the minimum academic requirement and should seek to develop the student's intellectual curiosity. The academic assignments and supplementary experiences provided should be designed to achieve these ends.

9. Experience in a foreign culture can lead to an increased understanding of that particular culture, of cultural differences in general, and to a new understanding of one's own culture and one's personal values. To this end, programs should include provision not only for intelligent observation of the foreign society but, if possible, for some active participation in the life of its people.

10. No single factor has more importance in determining the educational effectiveness of foreign study programs than the competence of the group leader. Leadership must be broadly conceived to incorporate academic competence, sensitivity to the emotional needs of individual group members, skill in guiding group interaction, technical competence in handling necessary travel details, and knowledge of the host culture with ability to interpret it to group members.

11. In selecting the approving college faculty for foreign study assignment, the department head and Dean will given consideration to the following criteria:

A. Some living experience in the host country (if of foreign nationality, a sound knowledge of the United States).
B. Sound knowledge of both the U.S. and foreign eudcational systems.
C. Understanding of the program and ability to interpret it.
D. Sound motivation for work with students and for an international experience.
E. Sympathetic attitude toward the host country, a belief that it has something special to offer students.
F. Adequate linguistic ability to communicate with local colleagues.
G. Acceptability to foreign university or other institutions.
H. Ability to handle financial matters.
I. Thorough academic qualification in the individual's own teaching field.
J. Ability to improvise and adapt.
K. Counseling ability and training, both academic and personal.
L. Length of prior service at the University of Tennessee, Knoxville.

12. The administration of the program should provide for the efficient achievement of its aims and objectives. Authority and responsibility should be clearly defined, and clear-cut procedures for program supervision and prompt reporting should be established.

13. With respect to the specific categories of foreign study programs described in "2" above, but excepting those programs scheduled for brief periods during vacations between on-campus academic terms, students shall be required to make formal application at least five months prior to the anticipated beginning of the program. The University will require a refundable deposit on the established fee no later than four months prior to the anticipated beginning of the program; an appropriate schedule of payments will be established by the Office of the Treasurer, in conjunction with the program director.

14. With respect to foreign study programs proposed for brief periods during vacations between on-campus academic terms, the requirements for formal application and for receipt of deposits and final payments need not necessarily be scheduled as early as indicated above. However, an appropriate schedule of such dates shall be proposed in the prospectus and approved by the Dean.

15. In the case of all foreign study programs scheduled for a period of one academic quarter or more, the faculty members assigned to the program on the recommendation of their department head and the approval of the Dean will be considered on full-time foreign study assignment and thus entitled to full regular salary, provided that their teaching and administrative duties are considered to be tantamount to their normal assignments in residence.

16. Assistance in the construction of foreign study costs, over and above regular tuition and maintenance fees (i.e. transportation, housing, meals, special arrangements, etc.) should be obtained from the Division of International Education; in most cases, the Division should be relied upon for general advice in program design, determining the content of program announcements, and arranging contracts with carriers, travel agents, and others in support of approved foreign study programs.

RELEASE AND ASSUMPTION OF RISK

In consideration of my (son, daughter) (spouse) being permitted to participate as a student in the _____ program operated by the University of _____ as a part of its academic curriculum I do hereby release the University from liability and assume the risk as follows:

1. I understand that on rare occasions an emergency may develop which necessitates the administration of medical care, hospitalization, or surgery. Therefore, in the event of injury or illness to myself (my son, daughter) (spouse) I hereby authoritze the University of _____ by and through its authorized representative(s) or agent(s) in charge of said program, to secure any necessary treatment, including the administration of an anesthetic and surgery. It is understood that such treatment shall be solely at my expense and I agree to reimburse the University for any expenses which it might suffer on account of said injury or treatment thereof.
2. I expressly understand and agree to indemnify and hold harmless the University and its representative(s) and agent(s) from any and all claims and causes of action for damage to or loss of property, personal illness or injury, or death arising out of travel or activity conducted by or under the control of the University with regard to the aforesaid program.
3. I further understand that I am solely responsible for any and all costs arising out of my (son's, daughter's) (spouse's) voluntary or involuntary withdrawal from the program prior to its completion, including withdrawal caused by illness or disciplinary action by the University, except where the University is the originating cause of such withdrawal.

This _____ day of _____, 19 ____.

I have read and understand the above provisions and agree to be bound thereby.

_____
Student Participant

_____
Parent or Guardian (if student is a minor)

_____
Spouse (if student is married)

Additions may be made to the above form as is considered necessary by the program sponsors. A fourth paragraph should be added after statement 3, with wording such as the following: "I understand that in the program in which I am enrolled certain dangers do exist such as _____, _____, _____, and _____, among others." This addition is to be made in programs where there may be special dangers such as aircraft, sea voyages, or where the political nature of the program is such that the student should be warned and admit to this forewarning. It is better, from a legal standpoint, to list all possible dangers.

GUIDE TO CROSS-CULTURAL TRAINING: GOALS AND RESOURCES

by Charles MacCormack, Ph.D.
School for International Training

Introduction

The purpose of this essay is to present a framework for examining the components of a successful cross-cultural training program. This task is not made any simpler by the fact that people find themselves involved with other cultures for a myriad of reasons: to learn more about themselves or to learn more about other people, to make money or to give money away; to fight wars or to make peace. More often than not, people have a variety of motives for cross-cultural involvement, some of which are conscious, others of which are not.

In spite of the fact that diverse purposes will condition different intercultural or international experiences in particular ways, it can be argued that there are certain factors that are helpful in an overseas situation. This paper will examine six critical variables that need to be considered by anyone preparing themselves or others to enter another culture: *(1) self-awareness; (2) communications skills; (3) problem-solving skills; (4) learning skills; (5) technical and factual background; and (6) social awareness.* The more each one of these factors is included, and the more thoroughly each of them is developed, the more likely are the goals of the actual cultural experience itself to be realized.

These six components can best be thought of as potentially desirable outputs of any cross-cultural training or counseling program. They are not necessarily the primary objectives for the field experience itself. In some cases they may be. For example, most international educational exchange programs attempt to use the experience in the field as the principal vehicle for furthering the same learning areas introduced during training. In the case of international administrators, on the other hand, the purpose of the field experience may be to contribute to the economic development of the host country, and the six recommended training outputs would only be a means to reaching this larger end more successfully.

In any case, these six cross-cultural training goals can be accomplished through a wide variety of different activities such as role plays, field investigations, group discussions, films, human relations and self-awareness exercises and readings. However, it is beyond the scope of this presentation to discuss in detail the inputs and sequencing of any particular training program. These programming decisions must be defined by a wide variety of contingent factors such as the motivation, age and purposes of the participants, the role and the skills of the trainer, the nature of the future intercultural experience, the time and money available for the training, and the appropriateness of available educational facilities and resources. Regardless of the nature or design of the preparation, however, the above mentioned six orientation goals should be considered in terms of their appropriateness for the anticipated overseas field experience.

All six components are not necessary or desirable in all preparations for cross-cultural involvement. In certain cases technical and informational specifics about the upcoming experience might be unnecessary. This would be true, for example, when the objectives of the field experience were to learn to learn independently within a different cultural context. Alternatively, social awareness might not be necessary in a hiking program designed for recreational purposes. The relative emphasis on the six components will also vary widely between different training programs. For example, in some cases the emphasis would appropriately be on communications skills; in other cases, on technical background.

It is therefore essential that the trainer is clear about the particular larger purpose the program is intended to accomplish. The emphasis on the six components will vary considerably depending upon whether the primary purpose of the overseas experience is personal growth, academic achievement or professional service. For the individual responsible for preparing people to deal more productively with cross-cultural experiences—whether in the role of personnel officer in a multinational firm, of study abroad advisor at a university or of leader of a development assistance team—there is no substitute for clarity as to the purposes of the orientation program on the part of both the trainer and the trainees. One purpose of most cross-cultural orientation programs is the development of the attitudes and skills necessary to be a successful participant and a self-sustaining learner within the context of a new culture. In the case of overseas educational activities, this purpose is normally the predominant thrust of the entire program. In the case of international development assistance projects, there are also technical or managerial outputs that are necessary. In either situation, however, the six components of cross-cultural learning are necessary for the accomplishment of overall program purposes. In other words, successful involvement in another culture—whatever the particular reason for being there—will be difficult without the combination of self-awareness, communications skills, problem-solving skills, learning skills, informational background and social awareness necessary to deal with issues and problems the individual is likely to be confronting.

Defining the Elements

Self-Awareness

Certain of the elements in this framework of cross-cultural and overseas training objectives are commonly included in the design of most orientation programs; certain

others are just as regularly ignored. One of the considerations that seems to receive little systematic input is development of the self-awareness of the individual who is about to enter a new culture.

This is probably true for several reasons: the concept of self-awareness is difficult to define and measure. Dealing with the motives, values and self-images of individuals is highly emotionally-charged material, and the trainer who becomes involved with feelings and emotions can become involved with problems beyond his professional competence. Finally, the time, individual attention and emotional energy necessary to facilitate the personal growth of trainees is often more than the trainer has available within the context of a brief orientation period.

In spite of the difficulties involved in individual awareness, there are circumstances in which the accomplishment of this purpose is a precondition for success in the field. For the moment, basic self-awareness might be defined as acceptance of oneself with a minimum of unrealistic distortion of either self-image, or the external environment. An unrealistic or insecure self-image will often result in the hostility, apathy, aggressiveness or withdrawal that are the all-too-frequently observed indicators of a personality unready to cope with the kinds of issues raised by confrontation with a different culture.

Individuals obviously have different ways of dealing with new and threatening situations, some of which are functional, some of which are not. A lack of self-awareness generally is not, since it results in the inability to cope with uncertainty and ambiguity, in a lack of empathy for different ways of doing things, and in the absence of a sense of reciprocity and excitement in human communications. It is difficult to imagine a productive meeting of individuals of different cultural backgrounds in the absence of such dispositions.

Such an assessment is probably self-evident to anyone who has long been involved in cross-cultural training or international educational exchange. The more important issue is therefore the absence in most orientation and cross-cultural training programs of a definition of the level of self-awareness necessary to produce an acceptable level of performance in the field and then of activities systematically designed to produce this level. If a basic level of self-confidence, openness, empathy and flexibility is in fact a precondition for effective functioning in another culture, then the need for the trainer to define a minimum level of competence would seem to be essential.

There is no denying that the goals of increasing self-confidence, reducing hostility or apathy, and inculcating a more realistic self-image are difficult to achieve. Individuals very often have built formidable defenses around the elements of self about which they feel least secure. In the final analysis personal change is not within the control of any second party: it involves a commitment on the part of the involved individual. And even where there is openness and motivation, the sorts of activities that will produce increased self-awareness are difficult to define and program.

Awareness building activities have to be such that they provide a mirror by which trainees can examine their individual and unique personal concerns. One small consolation for the trainer is that properly-designed approaches do allow even a diverse group of individuals to generate learning at their own level of insight and self-awareness, since most of the learning is based upon what the individuals involved develop through their own subjective reactions and reflections. Maintaining continuity can still be difficult, but at least it is not necessary to have separate training inputs for each individual.

Sources and Resources

Leland Howe, Howard Kirschenbaum and Sidney Simon, **Values Clarification**: a well-known collection of exercises intended to make individuals more aware of their values and motives. Like any collection of exercises, they are only tools and are no better than the quality of context and reflection that the trainer is able to develop.

Erich Fromm, **The Art of Loving**: an emphasis on patience, concentration and self-discipline—how they may be developed and how they may be applied to further any human relationship, including cross-cultural ones.

Abraham Maslow, **Toward a Psychology of Being**: Maslow's concepts of a hierarchy of psychological needs leading to the possibility of self-actualization are helpful in terms of diagnosing the issues that will be most important to a learner at a particular time as well as for defining the desired level of self-awareness to result from the training experience. These levels might well be used as a starting point for setting measurable objectives.

Carlos Castaneda, **Journey to Ixtlan**: a provocative exploration of the nature of inner and outer reality, perception and ways it can be expanded and approaches to dealing with the unknown and the unfamiliar. It can be used as a means to introduce questions of social roles and personal identity.

Communications Skills

The probability that it is going to be more than normally difficult to communicate in a new culture is a fact that few individuals have much difficulty in grasping. It is likely that individuals in the new culture speak a different language, and it is self-evident that a good deal of content is lost when people communicate in mutually incomprehensible tongues. Programs whose purposes demand anything more than the most superficial involvement with another culture require basic competence in a common language. This is widely recognized, and most responsible international programs provide for at least a working familiarity with the host language.

It is also widely recognized that the existence of a common language is in and of itself no guarantee that significant communication is going to take place. To begin, there is a need that trainees have some understanding of them-

selves as "receivers". Next, people have to want to communicate, to be able to express themselves with some degree of clarity, and to listen attentively. In addition, communications patterns are different within different human systems such as the family, the group, and the formal organization. Awareness of the dynamics of these systems normally increases communications.

Finally, different cultures will to a certain extent define "receiving", listening, and speaking in different ways, and will create significantly different rules for communicating within the family, within the group, and within the organization. So in addition to a language input, an international training program must consider personal communications skills, group and organizational communications skills, and cross-cultural communications skills as preconditions for success in the field. Having answered these questions, it is necessary to determine the extent to which each communications skill needs to be developed and identify approaches for their accomplishment.

Sources and Resources

John Jones and J. William Pfeiffer, **Structured Experiences for Human Relations Training, Volumes I-III** (University Associates Press, P.O. Box 615, Iowa City IA 52240, @ $3): a collection of scores of the best-known personal, interpersonal and intergroup training exercises. Before the publication of these volumes most of these exercises were passed on from training session to training session by word of mouth. They are organized in a very practical way, with a list of objectives, length of time of the exercise, and necessary training materials.

J. Robert Mitchell, Donald Nylen and A. Stout, **Handbook of Staff Development and Human Relations Training**: This book provides practical background material, case studies and exercises covering a variety of issues such as leadership, misperception and organizational constraints, with particular attention to how they manifest themselves in third-world cultural situations. It is particularly useful for developing communications and problem-solving skills for social development situations.

Mary Anne Hammons, Albert R. Wight and William L. Wight, **Guidelines for Peace Corps Cross Cultural Training** (Office of Training Support, Peace Corps, Washington, DC): a four volume series which begins with an introduction to learner-centered and experience-based teaching methodologies, then provides a number of specific training exercises, materials and approaches. There is also a volume of some of the classic readings in the cross-cultural field, as well as a fairly complete annotated bibliography.

Edward C. Stewart, **American Cultural Patterns: A Cross-Cultural Perspective** (Regional Council for International Education, 1101 Bruce Hall, University of Pittsburgh, Pittsburgh, PA 15213, $2.50): this monograph is one of the best studies of American behavior and values available. It is at the same time both penetrating and practical. The information is useful as a basis for explaining American culture to the non-citizen and as a means for clarifying the impact of U.S. culture on the personalities of the individuals about to travel abroad.

Edward Hall, **The Silent Language**: for years this has been the best-known introduction to the way in which different cultures deal with the basic issues of the human environment. It is always worth re-reading before a training or orientation program, particularly to see whether it might be useful as background material for trainees.

John K. Brilhart, **Effective Group Discussion**: since so many international training and field experiences occur in a group context, this presentation of the basic rules of group dynamics and of good and bad group "citizenship" is useful background for the trainer. It might also help trainees recognize some of their own behaviors through its introduction to self-center group roles such as blocker, recognition-seeker and special-interest pleader.

Problem-Solving Skills

Explicit development of general problem-solving skills is rarely found in cross-cultural training programs, yet this component is the foundation upon which the success or failure of an intercultural experience is ultimately based. Problem-solving can best be defined as a process of consciously reaching goals, within the context of changing circumstances; and the overseas or cross-cultural experience is ultimately a process of reaching goals—learning goals, personal awareness goals, communications goals, and technical goals—while dealing with the array of problems and possibilities that living in another culture brings into the situation.

There are a number of components to the problem-solving process. Most lists would include elements such as:

1) explicitly identifying, defining and quantifying the scope and nature of the problem situation;
2) developing the necessary personal or group motivation to deal with the problem;
3) setting goals in terms of explicitly-stated intended outcomes that can be measured at the end of specified periods of time;
4) defining and clarifying the nature of the facts pertaining to both the problem-situation and the final goal state;
5) creative exploration of alternative ways by which the desire goal can be accomplished;
6) the selection of the preferred alternative method for achieving the goal according to previously-defined criteria;
7) carrying out the activity according to the design of the selected alternative, with allowance for internal monitoring and modification;
8) and finally, evaluation of whether or not the intended outcome was achieved according to the measures specified earlier in the process and feeding the results back into the problem identification phase of a renewed problem-solving process.

There is no invariable sequence to the phases of the problem-solving process. The order will be influenced by factors such as whether the problem is being worked out by an individual or a group, the nature of authority within a group, and the resources available for each of the steps. In addition there are almost always mini-processes within the context of a large problem-solving situation. What is essential is that the trainee is as familiar as possible with the various elements, is able to identify which phase is operative at a given moment, and whether or not all phases have ultimately been covered adequately.

In outline form the problem-solving process is highly abstract. Problem-solving skills are generally best learned in practical situations where the trainer is able to point out whether or not steps have been forgotten as well as the degree of competence with which each element has been carried out. To take an example of a common cross-cultural problem as a means of illustrating a problem-solving case study, the example of a lack of satisfactory involvement with host country nationals might be used.

Even a basic familiarity with the components of problem-solving would generate a number of useful questions and alternatives. First, exactly what is the problem? Are all host country nationals equally important? Where might nationals be encountered more easily? What exactly constitutes satisfactory involvement—rubbing elbows in a crowd, more drinking companions at the local bar, a dozen friends for life?

Having defined the problem state somewhat more clearly, it is possible to set some initial goals and objectives: to always have meals with nationals, to attend local sports events at least once a week, to attend classes at local schools each day, to talk regularly with people at the market. Having defined specific objectives through which the overall goal can be reached, the individual is in a better position to decide whether or not the desired outcome is worth the effort. If it is, then the motivation and "emotional muscle" to see the problem through to the end must be developed.

Then a series of alternative methods for achieving the stated purposes—such as finding a local family willing to provide a homestay, living in a dormitory at the local university, joining a professional basketball team—can be generated. It is important not to be limited only to the conventional way of accomplishing the goal. Any approach is acceptable so long as it is sufficient to accomplish all the desired purposes. One of the alternatives is then selected, perhaps because it provides most opportunity for further travel, perhaps because it is least costly. Assuming that motivation and resources remain available, the prescribed activities are undertaken and objectives are measured at the specified times. The results of this on-going evaluation determine whether the various objectives are being accomplished and whether they actually add up to the overall goal of increased satisfactory involvement with host nationals.

Hopefully this brief sketch of the problem-solving process provides some suggestion of its potential importance in cross-cultural training. An additional advantage for the trainer is that a thorough problem-solving component in a training program can result in the trainee being able to define mutally - acceptable and measurable intermediate and terminal objectives for the field experience itself. In fact, the presentation of a complete list of goals and objectives for the field experience might well be used as the measuring device to determine whether or not the trainee has adequately completed the problem-solving component of the orientation.

The utilization of systematic problem-solving methods often involves an entirely new way of thinking for some individuals, and there often is an initial reluctance to think about specific objectives. After all, once goals are specified, one is somewhat more responsible for accomplishing them. Nevertheless, the problem-solving approach can be introduced through "safe" cases and discussions that demonstrate its utility, before individuals are asked to apply the method to their own activities.

If the approach is accepted and mastered, then it provides an excellent mechanism for dealing with one of the major issues of cross-cultural training; how to measure the results. A problem-solving component in the training program allows the trainees to define their own individual goals, to learn more about themselves and their expectations as they are doing this, and to assess their own performance as they go along. Since the trainer has participated in the initial setting of objectives and in the defining of means for measuring their accomplishment, there is also allowance for institutional purposes to be introduced and professional responsibilities to be maintained.

Sources and Resources

Don Koburg and Jim Bagnall, **The Universal Traveler: A Soft-Systems Guide to Creativity, Problem-Solving and the Process of Reaching Goals**: an indispensable introduction to the components of problem-solving. Not only does it deal with each element in far more depth than is possible in this introductory guide, it provides dozens of examples of concrete techniques by which each step can be accomplished more effectively. There is also a useful bibliography of further sources specializing on the stages of goal-setting, alternative-generating, implementation and evaluation.

Robert F. Mager, **Preparing Instructional Objectives**: useful in staff development, in setting objectives for the training program, and in specifiying the intended outcomes of the field experience itself. The emphasis is on how the objectives will be measured as well as the definition of what they should be. There is a discussion of goals such as increased self-confidence and increased empathy, as well as the more easily-measured cognitive outcome.

Lawrence E. Metcalf, editor, **Values Education: Rationale, Strategies and Procedures**: the application of a systematic problem-solving approach to issues involving value judgements. Since values and value conflicts are often particularly important in cross-cultural situations, it allows problem-

solving skills to be developed in a particularly useful context In addition to curriculum suggestions, it provides a good introduction to the issues involved in training inputs involving value questions.

Learning Skills

During the course of a cross-cultural training program it is often desirable to pay explicit attention to the learning process itself. The reason for this is fairly simple—learning within the context of unfamiliar cultures usually comes in different forms and according to a different sequence than most college-educated North Americans are accustomed to. If individuals are not aware of how information is gathered and organized in their overseas contexts, the result is confusion and alienation rather than learning.

In one form or another, a complete learning cycle consists of (1) information generated through concrete experience, (2) reflective analysis of that information, (3) abstract generalization and conceptualization based on reflection, and (4) active experimentation with new generalizations in the form of revised questions and behaviors. It has often been pointed out that the traditional university learning model generally relies upon outside expertise delivered in the form of lectures or readings to complete the cycle and deliver the product in a comprehensible way. Needless to say, in most overseas field situations information does not come packaged in this particular form.

Most data do not come by means of lectures and books, so the individual must learn to use other media such as observation, informants, and questionnaires to generate information. It is also important to see the marketplace, the household, the bus and the street, as well as the classroom and the library, as important learning environments. More often than not, however, the person in the field feels burdened by too much rather than too little information, and the more necessary learning habits are those of reflection, organization and conceptualization.

In addition, much of the learning often involves feelings and reactions in frustrating and perplexing situations, so that the individual has to be able to integrate both cognitive and affective information. It is unfortunately not always true that individuals about to enter a new culture have had much opportunity to organize complex experiential data or to reflect objectively about their own reactions. When this is applied to the individuals in a particular orientation program, then the development of appropriate learning skills ought to be one of the objectives of the total training design.

Sources and Resources

Roger Harrison and Richard Hopkins, **The Design of Cross-Cultural Training: An Alternative to the University Model**: a thorough exploration of how the educational methods often used in cross-cultural orientation can have a negative influence on performance in the field unless they are congruent with the approaches and resources the learner will have available overseas. In addition, the article describes a situation in which a conscious awareness of learning processes was a principal objective of the training design.

Carl Rogers, **Freedom to Learn**: a description of some of the philosophical and psychological assumptions underlying student-centered and experienced-based learning activities. Examples of how this approach was used by the author, a psychology professor and a sixth grade teacher, are presented.

Albert Wight and Mary Anne Hammons, **Guidelines for Peace Corps Cross-Cultural Training: Volume II, Specific Methods and Techniques**: the information, exercises, questionnaires and handouts in this workbook can in most cases be used to increase the trainees' awareness of how they are learning and to increase the number of methods through which this learning takes place.

John Fowles, **The Magus**: a factional example of what might be viewed as the ultimate in a learning program designed to expand self-awareness, alternative ways of learning, and the knowledge that cultural and personal biases act as blinders. Fiction, as in the works of Joseph Conrad and E. M. Forster, often provides penetrating examples of the ways individuals learn or fail to learn as a result of their cross-cultural involvement.

Technical and Factual Background

To suggest goals for international training programs without including the presentation of the necessary technical and international background would result in an obvious omission. Whatever the particular purposes for an individual's entering another culture, it is useful to know what the weather is like, what kinds of clothes to bring, what material churches are built of, and whether there is a presidential or a parliamentary form of government. In addition, depending upon the larger goal the field experience is intended to achieve, the individual may need to know a great deal about local money markets, where fertilizer is manufactured, or whether local artisans use potters' wheels.

In most cases it is both possible and desirable to provide a certain amount of this type of information in a training program. However, this input has to be kept in reasonable balance with the other five. Because it is relatively easy to marshall this kind of information and because most people are conditioned to think it is what they ought to be receiving, it all-too-often becomes the main focus of an orientation program. More often than not there is no reason why people have to be given information they will easily learn on their own after they have been in-country for a brief period.

More importantly, such information can often be generated by the trainees themselves, thus developing attitudes and approaches conducive to self-directed problem-solving and learning. The necessary technical and factual information ought to be available, and the trainer should have a clear idea of what constitutes acceptable preparation in these areas. However, in the context of the total configuration of goals, the role of the trainer will often be to make sure that the necessary resources are available and they they represent a variety of information sources. It is also important that the trainees develop a conscious awareness of who they were able to gather and organize relevant information

and how they can do this once they are in the field.

It is usually more important to explore methods for obtaining information and perhaps to measure whether the information has in fact been learned than to present it directly. The most predictable fact about the overseas environment is that questions will arise that cannot be resolved through the same information systems that exist within the North American academic environment. Training and orientation programs have an obligation to provide adequate technical and factual background, but understanding who information is generated is often as important for on-going success in another culture as the information itself.

Social Awareness

It is arguable whether or not an awareness of the way in which global issues affect the trainees' personal behavior and the lives of the people around them is a pre-condition for success in a particular cross-cultural situation. It may well be that an individual with adequate communications skills, problem-solving skills, learning skills, technical background and self-awareness can function perfectly well in terms of living,working or studying with people from a different culture. What is questionable is how long the planet can survive if a global perspective is not introduced into the learning process, and the cross-cultural experience provides an excellent vehicle through which individuals can better understand the inter-relatedness of the major issues facing contemporary man.

It might also be argued that some familiarity with basic world issues such as environmental balances, social justice, economic well-being and peace can lead to a more complete understanding of the new cultural situation. Issues such as these influence lives throughout the world. A general background, social and political relations, and local-national-international linkages in the particular overseas site where the individual is located.

Although such insights may not be necessary to meet the minimum purposes of the cross-cultural experience, they provide a context through which immediate day-to-day experience can be organized and understood.

This in turn makes the learning more applicable when the individual returns to the United States, since there are a set of common categories through which ways of life in both cultures can be compared and analyzed. In our present era there are not only the common problems of physical and psychological survival that have always conditioned and patterned the lives of people everywhere, there are now demonstrable cause and effect links by which an activity in one part of the world ultimately has consequences everywhere else. An awareness of global issues and their interrelatedness can thus add a sense of common purpose to the training program, the overseas experience, and the return to the home culture.

Sources and Resources

Jayne C. Millar, **Focusing on Global Poverty and Development: A Resource Book for Educators** (Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, DC 20036, $12.00): this book is made up of over 600 loose-leaf pages of readings, case studies, simulation games, and curriculum suggestions regarding major global issues and their impact on the individual and the community. It is a valuable source of experience-based materials for the world issues component of any cross-cultural training program.

Dennis Meadows, et al., **The Limits to Growth**: this remains the focal point for most discussions regarding global issues. Its computer-based projects of current population, resource utilization and pollution trends clearly pose the question of whether humankind can maintain its present lifestyle very far into the future without environmental collapse. It can be used as the basis for a discussion of which cultures are living a more functional life in terms of global needs.

Richard Falk, **This Endangered Planet**: a presentation of the four world order values developed by the Institute for World Order: environmental balance, social justice, economic well-being and peace. It analyzes the political as well as the ecological elements of world issues.

Adam Curle, **Making Peace**: Curle's argument is that there is no such thing as peace—only peaceful relationships. Peaceful relationships can exist within individuals, between individuals, between ethnic groups or between nation-states. He provides case studies as to how peaceful relationships can be developed at each level. This book provides a good framework for linking-up world issues, and the cross-cultural activities of the individual.

Conclusion

Stated most simply, the purpose of this guide has been to describe attitudes and skills important for any individual about to enter a new culture, as well as to provide some suggested resources by means of which those attitudes and skills might be developed. No effort has been made to suggest the relative importance that should be assigned to each of the six components in any particular training program. This is a decision that must be made by the trainer based upon the larger purpose the orientation is designed to serve and upon the background and skills of the trainer and trainees.

In addition, there has been no effort to describe how the suggested resources can best be combined to produce the six recommended cross-cultural training outputs. These components constitute desirable goals for any cross-cultural training program. Whether they are best accomplished in the United States or in-country, in the classroom or in field situations, through exercises or by means of readings are, once again, decisions that must be made by the individual trainer. The argument of this essay is simply that it is necessary that individuals about to enter a new culture are provided with communications skills, problem-solving skills, learning skills, technical background, social awareness and personal awareness adequate to accomplish their purposes for entering that culture.

SEVEN CONCEPTS IN CROSS-CULTURAL INTERACTION: A TRAINING DESIGN

by Theodore Gochenour and Anne Janoway
Experiment in International Living

We offer in the following pages an approach to cross-cultural training. The approach described has been tested in training programs for graduate students at the School for International Training of the Experiment in International Living. We present in these pages the basic conceptual outline of the training module. An elaborate description of the module, providing examples of day-to-day activities and techniques, is in preparation.

The design of the module is based on the belief that the individual involved in cross-cultural interaction is central to the "success" of that interaction. Although this is obviously self-evident, in fact many training programs often seem to lose sight of this reality. In this training module, we focus on the process of an individual's interaction with a new culture, and especially upon his or her awareness of that process. In this emphasis on an awareness of process—on stages of interaction—the familiar "country specific" approach still has a place. Exercises and readings about a given culture or aspect of that culture can be created which generate both an understanding of the process of involvement, and of the host culture itself. In our experience, the greatest weakness in cross-cultural training programs has been the emphasis placed on acquiring information about another culture *per se*, rather than on the individual entering that culture.

While we are primarily presenting ideas relating to cross-cultural training, it may be useful to note that the basic ideas of this module can also be interpreted as a general description of a process of awareness, whether this be as it relates to communication between people, or to the person with himself, i.e., pertaining to the process of inner growth and maturation.

From the cross-cultural training perspective, however, on which this paper will focus, a few additional introductory remarks are in order. Our approach is concerned with interaction, and assumes that it is possible to isolate out stages which occur in all situations, without reference to specifics of time and place. We feel that these stages, which contain some more or less automatic elements, as well as elements requiring a more conscious involvement of the person, hold true without regard to the actual content of the process. We can meet a new culture at a level of bare survival or at a level of advanced preparation, yet in either case go through quite definable and similar steps of involvement. They hold true whatever the culture and whatever the special situations caused by an arriving outsider.

We have identified seven stages in the process, and have defined them so as to be both broadly inclusive and yet few enough in number to be helpful generalizations. Each stage should be seen as containing within it any number of implied levels, ranging from the simple and primitive to the advanced and subtle. The seven stages do inevitably suggest a progression in time as well as in the process itself. While some time is normally required to see the stages formed, it should be emphasized that it is quite possible that parts of the stages occur almost simultaneously, or at least in no set order. In analysis, however, we feel that a "successful" cross-cultural interaction would show that all these stages were encountered and could be identified.

Before proceeding to the seven stages, one further word is needed on the subject of assumptions. This training module, as do all human endeavors, contains a number of implied or expressed assumptions. Briefly, perhaps the single most important assumption to be expressed here is that we see the purpose of cross-cultural preparation to be towards the development of an appreciative, non-exploitative relationship with another culture. It is not, for this training module, assume to be for purposes of ends such as improved commerce, national advantage or religious conversion (to name but a few possible reasons for going abroad or wanting to be more effective cross-culturally), but solely as an end in itself, as a valid expression of a closer human community. Thus, our "success" mentioned above should be read to mean the degree to which a person is able to enter into a respectful, appreciative (not necessarily admiring) relationship with a culture not his own, and find within it some values of personal significance and a sense of common humanity.

The seven elements which form the conceptual framework of the training module fall into two groups, with one bridging element between them. The first three are:

1. *Establish contact and essential communication*
2. *Establish bona fides and be accepted (i.e., allowd to exist)*
3. *Observe what is going on and sort out meaning*

These three initial stages constitute the "sheer survival" elements. If we conceive of the cross-cultural interaction at, for example, a dramatic level of arriving on an unknown island among savages, then to the person involved these three stages would be clearly visible. At a much more familiar and likely level, for example, where the person may arrive to take up a job assignment overseas, these steps would still be in effect. The *content* of the two experiences would be different. To explore these further, levels one and two happen almost automatically, assuming one avoids the stew pot of the savages and avoids in the more familiar situation an initial rejection or culture shock of such dimensions as to prevent any further development of relationships. We do arrive, and some kind of contact is established. However, since we inevitably lack the depth of perception and understanding we will eventually develop, it is a time when we often feel things are just happening to us. Essential communication

refers to meeting our most basic and immediate needs *in that situation.* Since this training design is focussed on the question of awareness, it should be mentioned that at this stage, one's awareness is almost completely self-centered. Our needs can range from the essentials of life to getting directions to a tourist attraction, and our awareness tends to focus there at the point of first contact.

Although stages one and two obviously may happen simultaneously, we note an essential difference. At level two, the fact that we are accepted *on someone else's terms* begins to complicate the picture. Quite obviously, the way in which we respond to the process of establishing ourselves in a new situation determines in large measure our future interaction with that culture. Even in the earliest steps in cross-cultural interaction, our own thoughts and emotions, as well as our actions, shape the future.

At stage three, observing what is going on and sorting out meaning, we begin to affect our environment more consciously. This process is time-consuming and requires both personal skills in observation and a knowledge of oneself. From the standpoint of awareness, it marks the place where both consciously and unconsciously we begin the process of looking outside ourselves and our immediate concerns. The fact that we are attempting to sort out the meaning of someone else's reality simultaneously points to our interest in others as well as our increase in understanding. This process is very much colored by our understanding of ourselves; our personal interests determine what we observe, and or prior knowledge and associations affect our interpretation.

Stage four is our bridging concept, between the three stages which happen as much *to* the individual as are caused by him or her, and the three stages of five, six and seven, which do not come about at all unless there is some kind of volition on the part of the individual. Stage four is:

4. *Establish a role within the role definitions of the host society.*

Grouping level four with the first three, and thereby emphasizing the more or less automatic interaction with a different culture, we have a picture of a good many people who quite easily can spend a lifetime abroad, without even once being touched deeply and without changing any established value or belief. Such persons might even be very knowledgeable about their host culture, speak the language well and have something to do both intelligible to the hosts and satisfying to the guest. What more could anyone want from a cross-cultural interaction?

We answer this question by referring to our underlying assumption about what constitutes "success". We should not be read as implying that it is wrong to approach cross-cultural interaction and training for purposes of reaching another goal, such as economic development or the conduct of diplomacy. We only mean that while utilitarian goals have their place, it is equally valid to look for a non-utilitarian purpose in such training, and we have chosen the latter point of view.

Stage four, then, serves as a link between the first three stages and the three that follow. The process of becoming established, knowledgeable about a place and having a role assigned or acquired, inevitably confronts the individual with myriads of stresses, situations and opportunities for insight which can either become a closed circle in on themselves, blocking further growth, or can become the means for increasing comprehension and deepening appreciation. The choice belongs to the individual concerned. *If* that choice is toward finding values within the host culture which might challenge or change those we already hold—toward becoming a person no longer culturally-bound in one frame of reference—then we feel that three additional stages can be identified. As in earlier stages, these steps may happen simultaneously or in different order, but in analysis, they will be found to be present. Similarly, the richness, profundity and special circumstances will vary from person to person and context to context.

Stages five, six and seven are:

5. *Conscious knowledge of oneself—as a Center, as a cultural being and one taking responsibility*
6. *Conscious development of needed attributes and skills—mental, emotional and physical*
7. *Derivation of a self-sustaining and meaningful relationship within the host culture*

Because to go beyond a knowledgeable and functional existence in another culture requires volition, it immediately identifies the real determining factor in "success'. It is that collection of hardly understood issues, thoughts, fantacies, attitudes and habits which constitute ourselves. We feel, therefore, that growth in depth and comprehension of our cultural interaction is directly parallel to our growth in depth and scope in consciousness. In the use of this training design with students, this concept and this stage—"a conscious knowledge of oneself—as a Center, as a cultural being and one taking responsibility" is the most difficult one to be understood and admitted. In the sense meant here, this self-consciousness does not refer to nervousness, ego strength or self-absorption. The self-aware person we are attempting to describe is one sensitive both inwardly and outwardly, one observant of both external and internal processes, one who has achieved some autonomy (and effectiveness) by having developed a perspective which places the passage of events and reactions to them in some broader context; one who seeks to share.

To be conscious of oneself in this sense is not easy, nor does it "just happen" even if and when one might have an idea of what is involved. But if we are not aware of who we are as a Center (that which we know ourselves to be, after putting aside for the moment our ever-changing physical, emotional and mental states), it is too threatening to participate in someone else's life. If, for example, we define ourselves in terms of the roles we have unconsciously learned to play in our own society, it is difficult if not impossible to risk new and perhaps contradictory roles. If our self-definition, however, lies within us, but apart from the elements of ourselves which are constantly in states of flux,

we can enter into new relationships and new experiences with greater confidence and fewer impediments. As has been said by others, we are truly dominated by everything with which we identify.

To know oneself as a cultural being, i.e., as a product of the culture in which we have participated for most if not al of our lives, is easier to understand—at least in intellectual terms. The problem here for us all is to see that we *are* acculturated—we are a product whether we like it or not—and then to learn how to handle the fact that our habits anc emotions are harder to change than our ideas.

Still on the fifth level, we have mentioned one more element: responsibility. We feel that it is a clear indication of maturation as well as increased cross-cultural communiatior when a person grasps the reality of personal responsibility. This means that, while we are not responsible necessarily for the existence of a particular circumstance or event, we *are* responsible for its effect on us. In turn, we are therefore responsible for our own effect, seen or not seen, conscious or unconscious, desired or not desired. If our presence in a culture is disruptive, we are responsible for that disruption, and no amount of contrary good will or motivation changes that fact. It is when we take *appropriate* responsibility for every event in which we are engaged, every response we make, every inward reaction we record, that we can truly be said to have begun to move out of the confinements of our acquired habits, attitudes and acquired values. We have begun to look to ourselves for solutions to our problems and have decreased our tendency to excuse ourselves from further development by "but, if..." and "you should have...."

Given the motivation toward the kind of cross-cultural interaction we are assuming, and given a person reasonably self-aware and functioning well in the culture, that which is required is for us to take our situation and move it consciously—into a level where our values are in part derived from the host society. The step toward this is one of being aware of what is needed, and then being willing and committed to new learning, conscious growth, or as we say: conscious development of needed attributes and skills. The principal difference between the development of "skills" at this level and the "observing what is going on and sorting out meaning" (which, of course, can be quite sophisticated) at level three is simply in the degree of consciousness—the conscious movement toward the goal indicated in stage seven. We want to be further involved, to delve deeper, to find something touching us in a satisfying and meaningful way in the culture in which we are living. We know ourselves, at least in part, and we see what things about us prevent or enable this greater knowing and involvement, and we work with them consciously.

To do this, we may have to focus on the entire range of our involvement, or perhaps only a part. We may find that our bodies need further training (to sit cross-legged for hours, for example, or to learn to enjoy eating with one's hands). We may need to develop a wide range of intellectual skills which will facilitate an in-depth understanding with our hosts. The most obvious of these, of course, might be to move from a serviceable plateau in language facility into the realm where we truly appreciate the nuances. But such skill development would go far beyond this—into ways in which we might better comprehend another's perceptions of reality, both physical and spiritual. The development of such "skills" constitutes a never-ending challenge, for the complexities of another's world are often indescribably subtle from our perspective, and require such an extensive background in understanding that years of contact are required. Skill development is also required in the affective realm. Because new situations are generally threatening and awesome, it is necessary to build emotional "muscle" with which to cope with stress. A lack of customary privacy, for example, is not only a physical reality,it is an emotional one as well. Unless we recognize the inward effect of that circumstance for what it is, and then consciously find ways to deal with it, our emotions may block any hope of seeing what is truly happening, of what is involved in terms of the host culture.

Elaboration on stage seven is not necessary if the assumption on which the training module is based can be granted. To avoid misunderstanding, however, we would like to point out that the development of a self-sustaining relationship with another culture does not represent that state known as "going native", a condition actually of personal and cultural disorientation. We believe that something of real value is gained when we know ourselves to be products of one culture, yet affected and enlarged by our involvement in another culture. If no man is an island, then our knowledge of other lands is a knowledge of ourselves.

The training program based on this conceptual framework is described in detail elsewhere. It supposes that it is useful to place a series of exercises, activities, discussions, etc., into a rational context—one, in this case, descriptive of a process—while recognizing that the possibilities for learning at any stage are unlimited. The basic purpose of the training activities themselves is to provide information to the participant in and around the concept under study. This information arising from various exercises or readings might be about the participants, himself or herself; about the reactions of others in the group; about the validity of the concept in situations of prior experience; and about a particular culture or cultural circumstance.

In addition to a premise that the most effective training is done within a conceptual framework, acceptable to participants at face value initially but capable of in-depth probing as the module progresses, we have tried to respond to the fact that people tend to learn in different ways. We have therefore designed the module in such a way that participants are offered at each stage a choice between the more "experiential" learning exercises and those which focus more on the cognitive approach alone. The module thus follows this pattern: General Group Meeting (for pre-

paration and introduction to the first stage), Partial Group Meetings (dividing the participants into those doing readings and related activities, and those following a set of experiential exercises, and II General Group Meeting (for discussion of the first stage, and preparation for the next), and so on. At each level, participants choose anew whether they want their understanding of that stage to derive "situationally" or "conceptually" primarily, realizing that it is never wholly one or the other, and recognizing that in the general meetings the discussions bring both threads together. At the end of the module, a final general meeting is held to assess the strong and weak points of the training program, and the involvement of the participants and their understanding of the whole.

The above remarks describe the basic rationale for one kind of cross-cultural training program which has had some testing with young adult participants. This introductions and the more detailed description in preparation of the training module go together as one contribution to the field of cross-cultural awareness and work. The authors welcome comments and observations which might explore or assess these ideas further.

Suggested Readings

I. Establish Contact and Essential Communication

Conrad, Joseph, **Stories and Tales**, "An Outpost of Progress," New York: Funk and Wagnalls, 1968, pp. 134-158.

Gordon, Raymond L., **Initial Immersion in the Foreign Culture**, Antioch College, Yellow Springs, OH, 1968, pp. 1-26.

Narayan, R.K., **A Horse and Two Goats**, New York: The Viking Press, 1965, pp. 5-26.

Morris, Wright, "In Another Country", **Atlantic Monthly**, (May, 1972).

"Jamaican Holiday", **Playboy**, (August, 1973).

II. Establish Bonafides and Be Accepted

Bowen, Eleanore Smith, **Return to Laughter**, Garden City, NY: Natural History Library Anchor Books, 1964 (published in cooperation with the American Museum of Natural History).

III. Observe What is Going On and Sort Out Meaning

Berreman, Gerald D., **Hindus of the Himalayas: Ethnography and Change**, "Prologue: Behind Many Masks" (Ethnography and Impression Management), Berkeley, University of California Press, 1972., pp. xvii-lvii.

Ford, Clellan S., **Cross-Cultural Approaches**, (Readings in Comparative Research) New Haven, HRAF Press, 1967, pp. 3-22, "On the Analysis of Behavior for Cross-Cultural Comparisons".

IV. Establish a Role Within the Role Definitions of a Given Society

Curle, Adam, **Mystics and Militants: A Study of Awareness, Identity and Social Action**, London: Tavistock Publications Limited, 1972, Chapters 2 and 3.

V. Conscious Knowledge of Oneself as a Center, as a Cultural Being and as One Taking Responsibility

Aynor, H.S., **Notes from Africa**, New York: Frederick Praeger, 1969, pp. 47-76, "The African Intellectual."

Fitzgerald, Frances, **Fire in the Lake (The Vietnamese and the Americans in Vietnam)**, Boston: Little, Brown and Co., 1972, pp. 1-31.

Northrup, F.S.C., **Man, Nature and God (A Quest for Life's Meaning)**, New York: A Trident Press Book for Simon and Schuster, 1962. Chapter 1, "Knowing Oneself", pp. 29-47.

VI. Conscious Development of Needed Attributes and Skills—Physical, Emotional, Mental

VII. Derivation of a Self-Sustaining Relationship with the Culture in which One Finds Oneself.

Stewart, Edward D., **American Cultural Patterns: A Cross-Cultural Perspective**, Pittsburgh (Regional Council of International Education, University of Pittsburgh).

Erikson, Erick H., **Childhood and Society**, New York: W.W. Norton and Company, Inc., 1950. Sections 2 and 4.

A GUIDE TO DESIGNING AN EXERCISE

by Claude Pepin and David Sanford
School for International Training

When the need for using an exercise arises, there are two choices: adapt one that has been previously designed or design one tailored to the situation. No matter what the case, the following questions could be helpful in starting that process.

1. What kinds of issues are involved?
2. What do you expect participants to get from this experience?
3. What do you think the participants' expectations are?
4. What kinds of backgrounds and experiences do they have?
5. How many people do your anticipate?
6. How much time do you have to do the exercise?

In examining answers to these questions, the goal for a particular exercise should be clearly defined along with your assumptions related to that goal. If the exercise were to be totally experienced by anyone, what would have happened to that person—what is your ideal or "preferred state" from that exercise? Working from the goal, it is important to then define specific objectives which make the goal more explicit. These might be referred to as specific accomplishments, whose total would indicate that the overall goal under ideal conditions has been achieved.

Now that the objectives and goal have been clearly stated so that you know what you want out of the exercise, it is time to start generating alternative plans of action which would satisfy them. Try to keep in mind the issues involved. The exercise should include as many levels of understanding about the goal as possible in order to give participants the opportunity to relate to it in their own way and at their own levels of consciousness. In the generating of alternative situations to meet the objectives, it is sometimes helpful to look back on your own experiences relative to the issues and objectives.

After generating different alternatives that meet your objectives, the next step is to choose the best one, taking into account some of the realistic constraints involved. It might be more useful and productive to generate imaginative ideas to meet your objectives first and then impose the constraints, rather than thinking of the constraints and at the same time trying to design an exercise around all of them. This usually makes better use of one's imagination.

When this process has been followed and a plan of action chosen, logistics must then be worked out. Included in these logistics might be an introduction—an expression of your purposes and assumptions; instructions— a clear explanation to the participants of what they will be doing; and most importantly, time for a discussion to follow.

In terms of the discussion, prior thought must be given to the progression of issues, how you feel they might or should unfold. Writing down, in advance, open-anded questions that relate to that process will make you, as a facilitator, more able to monitor a discussion as it goes on. Also, open questions allow participants to expose perceptions and connections of the issues that you, as a planner, might not hav included. This also encourages spontaneity, new inputs and involvements, and hopefully creates a positive learning atmosphere in which people are able to flow and explore.

THE PLACE OF FILM IN AN ORIENTATION

Abstract of a paper by Howard Shapiro
Experiment in International Living

Film can be used as a creative medium in orientation, to help students become aware of their own as well as other cultures. The selection of films that are compatible with selected goals for the orientation does require time and prior thought. Discusssion is absolutely necessary to reap the potential benefits of learning from films.

The range of films that can be used in orientation varies widely and includes: documentaries, traditional and contemporary anthropology films, travelogs, your own slides, and finally those few universal and timeless films which are cross-cultural gems (e.g. *Walkabout, Woman in the Dunes, Vidas Secas, Dead Birds, The World of Apu, Chairy Tale).* Corporate promotional films can also be used to advantage.

Some suggested discussion techniques are:

1. The group jots down observations on the film and discusses whether they are facts or judgements.
2. The student writes down what he thinks he learned from the film and tries to infer from that information other things about the culture.
3. Members of the group can compare differences of their perceptions and discuss how they differ.

A few examples of discussion points, dependent upon the purpose of the orientation, include:

perception—what did each person see?

values—what did each person understand? what do the people who made the film or the people portrayed in the film consider important? what can we infer?

The potential of film is to help teachers and students transcend their own cultural bonds, values and perceptions through observation.

Resources for Further Information on Films

Ackerman, Jean Marie. **Films of a Changing World: A Critical International Guide.** Society for International Development, Washington, DC, 1972.

Artel, L.J. and K. Weaver. **Film Programmer's Guide to 16mm Rentals.** Community Press, San Francisco, 1972, $5.50.

Friedland, Madeline S. **Leading Film Discussions.** The League of Women Voters of the City of New York, New York, 1972.

Schrank, Jeffery. **Media in Value Education: A Critical Guide.** Argus Communications, Chicago, IL, 1970.

EVALUATION STRATEGIES FOR STUDENTS IN STUDY ABROAD PROGRAMS

by Howard Schumann

Simply stated, evaluation is a time taken to measure the process of meeting goals. It is a determination of how far or how much (quantitative), and how good or how rich (qualitative), an experience has been in relation to its objectives. Evaluation assigns worth or value to where we have been and what we have done. It is not a final judgement or conclusion, but a means of getting outside of ourselves, so that future experiences will have more meaning for us and for others.

What follows is a series of strategies designed to facilitate the evaluation of students' experiences in study abroad programs. The majority of these are self-evaluative approaches and are based upon assumptions concerning the nature of the learning process itself, and deserve mention in relation to evaluation methodology. That people are capable of taking responsibility for their own learning, and by extension, for evaluating that learning, is a concept embedded in the philosophy of international education and exchange itself. Students studying in cultures other than their own can no longer be dependent upon professional authorities. The amount of cultural and emotional ambiguity with which they must deal, the everyday "challenge of difference", is too great for them to be able to run to "teacher" every time a question arises. So they must "learn by doing", and that means developing trust in one's own decision-making abilities. In short, students in cross-cultural situations need to have confidence in their ability to learn and evaluate on their own. Part of the role of advisor is to facilitate the development of those skills. We can do that by asking students to participate in an on-going evaluation process before, during and after their studies abroad.

The on-going evaluation process requires attention and action even before the student leaves the U.S. For if evaluation is a measurement of reaching goals, the first step in evaluating any experience is to have those goals clearly defined, by both the advisor and the student. The simple step of asking oneself, "What do I want to do?" inevitably leads to unforeseen results. It is useful to periodically read the literature which describes your own programs. See if the goal(s), purpose(s) stated are those which accurately describe what you are trying to accomplish. Then communicate that to your students during orientation. If we want a student to learn another language during his/her stay abroad, or develop warm relationships with host families, or acquire understanding of another culture's norms and values, let us say so explicitly, so that students know what is expected of them. A "Why are we here?" session at the very beginning of orientation, quells anxieties for participants and reaffirms advisors' knowledge of what they themselves want students to get out of the program.

The second part of the goal definition stage of evaluation is to ask students themselves what they want to get out of their experience abroad. A time set aside during orientation where students are asked to specify what attitudes, skills and knowledge they wish to acquire during their overseas stay should produce a written record of goal statements. The simplest evaluation tool which exists is a lists of "wants" made before beginning any new experience. The extent to which the "wants" have been achieved indicates the value of the experience.

Upon return to the U.S., students can evaluate for themselves whether or not they got what they wanted. The advisor can emphasize the previously stated program goals and elicit responses and gather data about their achievement level. New goals can then be set for future learning activities. Thus from both a programmatic and personal point of view, the evaluation "loop" has been completed: goal definition—learning activities—evaluation—new goal definition.

While they are abroad, the students can be asked to participate in the evaluation process by submitting periodic reports, not about what they are doing (descriptive), but about how they have progressed in meeting their self-defined goals (evaluative). The responsibility for the evaluative function once again lies primarily with the student. The role of the advisor is to provide feedback by asking questions in areas where the student may be unaware, and stimulate further self-evaluation by eliciting from the student alternative responses to problem situations he/she had encountered. In such a way, the advisor does not actually give advice, but seeks to expand the student's ability to solve his own problems.

Such an on-going evaluative correspondence places large demands upon the advisor. If the mechanism is to work successfully, he/she must be able to articulate empathetic, perceptive responses to the feelings, questions, anxieties, etc., communicated in overseas reports. Written communication across an ocean may never be a substitute for face-to-face dialogue about how a student is progressing. But a letter from home is an especially welcomed arrival when someone is feeling lonely, confused or frustrated. Even when there are no serious problems, news of what is happening at school or in the community is almost always enjoyable. In the case of programs with large numbers of students, a newsletter can meet informational needs during an extended stay abroad. If possible, however, individualized correspondence in report-response fashion, is a guarantee that program and personal goals will continually be examined throughout the overseas experience.

And when they return! How is it possible to evaluate the experiences of dozens of individuals whose responses to their time spent abroad probably range from the sublime to the cynical? What measuring sticks are appropriate for groups of students whose intensity of experience almost al-

ways has a profound effect upon themselves and others as well? The common denominator is, once again, measurement of what has taken place versus what was desired; experience in relation to goals. Any evaluation format we can develop must concern itself with these issues.

A useful starting point is the student's own application to the study abroad program. No doubt there is some spot on the application which asks why the student wants to study overseas. In reviewing their answers, students can note changed attitudes now that they have returned. The advisor can further facilitate self-evaluation by having students read all their progress reports in addition to the application, and note patterns or significant events which occurred. In paired interviews, the students can explore with one another the value of their experiences in relation to program and personal goals. An inquiring peer may be one of the evaluation process's greatest facilitators, for he/she is generally far less threatening than any authority figure, and is empathetic, having "been there" too.

In order to meet immediate needs of the returning students, some of the evaluation period format should be determined from the students directly. This is possible even when time constraints are heavy, if students have a previous sense of being involved in setting goals. Students are, in fact, capable of developing and leading sessions themselves. Some recurring themes appear to be:

1. Pleasures and problems of living with a host family.
2. The role of the student in another culture.
3. Male-female relationships outside the U.S.
4. How can I communicate the meaning of my experience abroad to family, friends, etc. when they don't seem to understand?

Advisors can anticipate these and other felt needs, program them into the evaluation schedule and involve students in running the acutal sessions. Perhaps most important of all is the programming of time when students can simply talk about themselves and their feelings about their experience—with advisor, friends, and in an evaluative fashion, with themselves.

Attention should also be paid during the evaluation period to the "Where do I go from here?" concern which seems to affect most returning students. By asking them to develop an ideal job description, for example, we require them to make explicit what is personally important in a work situation. In creating a lifestyle scenario which they would like to attain, students focus upon what they want in terms of job, relationships, locale, etc., in a life-goals context. Such values clarification exercises help raise to a conscious level the reasons we make the kinds of decisions we do, and can assist students in making the personal and educational choices they will have to make in the future.

Other evaluation strategies include factoring valued experience exercises, which ask students to write a narrative describing a significant experience which they have had abroad. In small group discussion, students then "factor out" qualities demonstrated by individuals during their experience. The factors listed often raise students' awareness of why their experience was so significant. This gives them a handle to seek out new experiences where possibilities for similar qualities being present are high.

If students are having difficulty describing to an advisor the meaning of their experiences abroad, we might aid that process by asking them to write a letter to their best friend instead, reviewing how they feel about what they have learned. Exchanged letters among students are guaranteed to provoke animated dialogue, and students seem to say things they might not have said to a "less than" best friend.

In addressing ourselves to what students will do after the evaluation session ends, we can ask them to establish a new list of personal goals and write contracts which outline what action steps will be taken to reach the goals they seek. The contract "binds" the student to be honest in continuing the self-evaluative process of defining goals, experiencing learning activities, measuring the value of those activities, and defining new goals.

What quickly becomes obvious is that the evaluation "loop" never really stops, but builds in layer fashion upon itself. It is an integral part of the learning process which demands planning and concern if students' overseas experiences are to be maximized.

That self-evaluative tools are useful, if not necessary, in measuring the value of experiences of students in study abroad programs has been the theme of this paper. The utility of the strategies suggested depends upon many variables, including program goals, time constraints and staff resources. Final decisions about the nature of the evaluation process must be made by you, the advisor, in the context of your own programs. Let the above stand as one approach for measuring the process of meeting goals for students and for study abroad programs.

What follows is a hypothetical outline for a one-week evaluation period for returned students. Its purpose is to present in an organized format strategies for evaluation, recognizing the diversity of study abroad programs. Regard the offerings as you would those of a cafeteria, and choose those most appealing to your particular taste.

This week-long evaluation format attempts to help students move from where they have been to where they want to go. By beginning with original reasons for studying abroad, then going through structured exercises which seek to focus upon important aspects of the learning process, and finally ending with plans for what to do in the future, the student will hopefully have a sense of how the experience abroad is part of larger whole. Too often individuals return from a cross-cultural experience and cannot feel comfortable back in their own culture for quite a while—so-called reverse culture shock. The linkages in this model ask the student to make explicit what has been personally important both before leaving the U.S. and while abroad, and finally to take an estimate of what will be important in the future. That awareness heightens the chances of students

learning what they want to learn in other situations and environments, contributing to their capacities for growth.

References:

Don Koburg and Jim Bagnall, **The Universal Traveler: A Soft-Systems Guide to Creativity, Problem-Solving and the Process of Reaching Goals.**

Robert F. Mager, **Preparing Instructional Objectives.**

Sidney Simon, **Meeting Yourself Halfway** and **31 Strategies in Values Clarification for Everyday Living.**

SAMPLE EVALUATION FORMAT

	S	M	T	W	TH	F	S
Morning	Arrival	Review applications, overseas evaluation reports. Paired interviews discussing achievement of program and personal goals.	Factoring a signifant overseas experience.	Role of student abroad. Critical incidents developed and presented by students.	Communicating the experience abroad to others. Role plays with parents, friends, prospective employers.	Lifestyle scenarios. "What do I want now?"	Evaluation of evaluation. Contract signing for action steps toward future learning.
Afternoon		Elicit personal goals for evaluation period. Program remaining afternoons to meet felt needs.	OPEN FOR STUDENT PROGRAMMED INPUTS INDIVIDUAL EVALUATION SESSIONS WITH ADVISOR(S)				
Evening	Party	INDIVIDUAL CULTURAL PRESENTATIONS---------- i.e. dancing, slides, organized by students and staff. Films, such as "Woman of the Dunes" and "Bwana Toshi", depicting process of entering a new culture, are excellent choices, followed by discussion					Final Party.

GUIDELINES FOR AN UNDERGRADUATE STUDENT QUESTIONNAIRE ON OVERSEAS PROGRAM EXPERIENCES

The following form has been developed by Ms. Jeanne Brockmann, Director of International Programs of the State University of New York at Saratoga Springs, the Empire State College Coordinating Center. A very comprehensive form, it is intended to be given to a student who has recently completed an overseas study program. Ms. Brockmann has kindly consented to let us include the Undergraduate Student Questionnaire and we hope that it may be adaptable to use on your campus.

Program_____ Overseas Institution(s)_____

Size_____ Location(s)_____

Home Campus_____ Major_____

Class_____ Minor_____
Fresh./Soph./Jr./Sr.

How long on campus_____ GPA_____(major)_____(overall)

Female_____ Male_____ Age_____

Previous Overseas Experience

Where_____ When_____ Doing What_____

_____ _____ How Long_____

Any comments you wish to add to this questionnaire will be helpful to the programs' planners; please feel free to add further thought and suggestions to any question.

I. Pre-Program Aspections

A. What were your personal goals in studying abroad?
Indicate which goals were met. How were they met?
Indicate which ones were not met. Why weren't they met?

B. What were your academic/professional goals in studying abroad? Please indicate which ones were met.
How were they met?
Please specify which ones were not met. Why weren't they met?

C. First information about the program.
Was the information accurate? helpful?
readily available? adequate?
Please comment.
What information did you have on other programs in similar academic and geographic areas?
Why did you select this program?
Would you have gone overseas to study if you had not been accepted into this program, or if this program had not been available?
Did the information materials answer your questions about the program? Did they answer the questions of your parents?

D. What kinds of advisement were available? Please indicate what kinds you used.
In what ways was the advisement adequate?
In what ways was it inadequate?
What were your parents' attitudes toward your participation?
Where was the advisement available? on campus? or where?
From whom was this advisement available:
former program participants?
former program directors?
foreign students of that area/country?
advisement staff?
department faculty?
friends?
Director of International Education?
foreign faculty? of the program's geographic area?
other (please specify)

E. In what areas do you feel your knowledge of the program goals/objectives was adequate?
Was inadequate?
To what degree would you say the program goals were compatible with your own goals?

F. Please comment on the application process:
were applications accessible?
were the instructions sufficient and clear?
cumbersome?
Suggestions for improving the process

G. Were the selection criteria clearly spelled out?
How appropriate are the criteria?
What changes would you suggest?

H. Please comment on the selection process:
the interview process:
location:
interviewing individual or team:
time lapses between application, interview, selection notification
overall effectiveness of selection in terms of the group selected:

II. Pre-departure program aspects

A. What kinds of academic advisement were available?
What kinds did you use?
From whom was this advisement available:
academic advisor?
departmental faculty?
other faculty?
foreign faculty?
foreign students?
former program participants?
former program directors?
Director of International Education?
other (please specify)
Was the advisement available on campus? If not, where?

B. Did you have access to current descriptions of the available courses?
How did this help?
How did this hinder your experience?
Was there enough variety? What other courses/area would you have found helpful?

C. Preparation for the overseas experience:
Please comment on the nature, availability and adequacy of information available on:
passports and visas
finances
medical shots and insurance
travel plans
what clothing, books, etc. to take
other
What kinds of contacts (other than advisement) did you have with former program participants and directors?
With foreign students and fcul

With foreign students and faculty from the host country?
In what ways were these contacts helpful?
How were they not helpful?
How could they have been more helpful?

D. If you were in a country where English is not the native language, please comment on the following aspect of language preparation:
How many years of study were expected of all applicants regarding reading writing speaking understanding
Please note the kind of preparation you had by indicating in

each blank the approximate time spent in each mode:
- class
- lab
- independent study
- conversation
- at home
- overseas
- travel/living
- intensive language institute

How was the adequacy of your language preparation determined?
In what ways was your language preparation adequate?
In what areas was it inadequate?

E. What pre-departure reading was recommended or required?
Please indicate what you were able to complete.
If you didn't complete it all, in what ways were you handicapped in the program?
In what ways was the reading helpful?

F. What course pre-requisites were there?
How did these relate to the courses taken overseas?

G. Were pre-departure orientation sessions held?
- how many?
- how many did you attend?
- where were they held?
- how long was/were the session(s)?

What was their content?
Please indicate who participated in the pre-departure orientation and what role(s) each played:
- Program Director
- Former Program Director
- Faculty with Overseas Experience
- Foreign Faculty
- Foreign Students
- Former Student Participants in this Program
- Former Student Participants in other Programs
- Others (please specify)

In what ways were the orientation sessions valuable?
How could they have been more valuable?

H. Were you required to obtain special documents?
- a visa?
- health and accident insurance?
- shots?
- student identity card?
- passport?
- extra passport photos?
- other

Please comment:

I. Overseas program experience

A. What mode of transportation did you use to travel to the program site?
Did you go alone or with the group?
What carrier was used?
If by air, was yours a charter? or scheduled flight?
Would you recommend use of this travel arrangement again?
Why or why not?
Describe any travel problems you had, such as departure delay, problems with ticketing, entry procedure abroad, money exchange, luggage handling, ticket payment, on-board service.
What means of travel were used for the return trip?
Carrier?
Alone or with group?
Was it satisfactory?
If not, what were the problems?

B. Overseas orientation
Were orientation sessions scheduled?
How many?
How many did you attend?
Were they held at the program site? Or where?
How long were the sessions?
How many days were involved?
What was the content of the sessions?
Please indicate who participated in the orientation sessions held overseas and what role(s) each played:
- Program Director
- Former Program Director
- Faculty with Overseas Experience
- Foreign Faculty
- Foreign Students
- Former Student Participants in this Program
- Former Student Participants in other Programs
- Others (please specify)

How were these sessions valuable?
How could they have been more helpful?

C. Overseas academic program
What kinds of course/academic program advisement were available abroad? about your advisor? course descriptions? faculty members? other? (please describe) Please indicate what kind(s) you used.
How was the advisement helpful?
How could it have been made more helpful?
Were the services available at the host institution? and/or where?

D. If your registration for courses was not completed before your arrival, was it completed by the time classes began? Please comment.

E. We are interested in learning something about the courses you took and your opinions about them. Using any keys indicated, please
1. list each course
2. rate each course to reflect your interest level, using a scale of 1 (excellent) to 5 (poor)
3. note the frequency of class meetings: please put an asterisk by those for which class attendance was compulsory
4. indicate if there were or were not other foreign students in the class (yes or no)
5. indicate by letter the methods of evaluation of the work done: papers (P), tests (T), classroom work (C), other (O)
6. compare each course to the academic le el you feel there is on your home campus: about the same (S), higher (H), lower (L), uncertain (U)
7. indicate which courses were designed for your own group(O), for foreign students in general (FS), for regular students of the host country (R)
8. indicate modes of instruction used: seminars (S), lectures (L), discussions (D), independent study (I), other (O)
9. indicate the workload for each: just about right (OK), too heavy (H), too light (L), uncertain (U)

Courses	Interest	Frequency	Foreign Students	Evaluation	Academic Level	Course Design	Modes	Workload

In answer to the following questions, please refer to each course by number only.
Which courses were not taught in the language of the country?
For which courses did you pre-register?
Which courses were taught by an American faculty member?
Which courses met your expectations?
Which courses were appropriate to your academic goals?
Which would you have preferred to omit?
Please mention any courses you would have preferred taking and your reasons for doing so.

F. What kinds of academic problems did you have?

G. What kinds of student initiative were encouraged?
- Class discussion? Seminar leadership?
- Decision making? Oral reports?
- Others (please specify)

H. Were you given letter grades? by whom?
Who arranged for the transfer of credit?
Please note any problems.

I. What outside academically-related resources were available to you?
Please use an asterisk by those which you used.
- Tutorial Library
- Community volunteer experiences
- Labs Internship
- Other (please specify)

J. What kinds of initiative and involvement did you have with the host country students?
How did this occur?
How does this compare with, and/or differ from, that of your fellow program participants?
How did the interests of the host country students relate to yours?
What kinds of initiative(s) did they take to mix with your group?
How would you describe the students at the host institution?

K. How many field trips did the group take?
Where to?
For what purpose?
Group size
Approximate percentage of students from host country
Who supervised?
How did these trips supplement your academic work?
Who organized the trips?
What values were there?
What problems were there?

L. Please give your evaluation of the faculty teaching the courses you took.
On the whole, would you say the faculty were
- very competent competent average incompetent
- enthusiastic responsive
- very interested in their students moderately interested disinterested
- readily accessible for consultation and questions occasionally accessible rarely

M. What kinds of educational facilities did you use? When possible please note approximate overall percentage in each appropriate blank.
- classrooms institutes
- library language lab
- science lab art/music studios
- other (what kind?)

N. What kinds of equipment did you need?
Was it easily available to you? What costs or deposits were involved?

O. Were there opportunities for independent study?
- Was it optional? Required?
- What portion of your work included independent study?
- Number of credits earned?
- Please describe what you did:
- Who arranged it? Who supervised it?
- What relation did it have to your other academic work?
- What resources did you use?
- What was the basis of evaluating your work?
- What values were there in it for you?
- What problems did you have?

P. What incentives were there for you to use the language of the country?
How often and where did you use it?
What kinds of problems did you have?
How do you rate your change in proficiency?

Q. What were your living arrangements?
- dorms pensions
- with families apartments
- singles doubles
- share with other group members
- share with other Americans
- share with foreign students
- share with nationals
- what other students groups were also in the building?

Who arranged the accommodations?
- host institution outside agency or institution
- program director arranged own
- other (please specify)

How did the living costs compare with those at your home campus?
What living arrangements were made for/by you during vacation periods?
What values were there in the kind of living arrangements you had?
What problems did you encounter, if any?

R. Where did you take your meals?
- dorm student cafeteria
- pension off-campus restaurant
- with a family other (please specify)

What meal arrangements were made for you during vacations?
Who made the arrangements?
To what extent did you mix with host country students during meal times?
What values, if any, were there in these arrangements?
What problems were there, if any?

S. What health care was available to you? Did you use the hospital/clinic? your insurance policy?
What kind of care did you request or need?
Who administered the care?
If the care was inadequate, please explain.

T. What resources for personal advising were available?
counselor at the host institution?
host country faculty? program director?
host country students? host family?
American students? other? (please specify)
With what kinds of problems did you seek help?
How could the advising be improved?

U. Please mention something about other kinds of cultural contacts you had. With what kinds of people did you have contact?
If these were not self-arranged, how were they arranged?
To what extent were you able to maintain such contacts?
How do you expect to maintain these contacts after your return?
How do these contacts relate to your own educational and/or professional goals?
What effect did these contacts have on your total experience?
About how many real friendships with nationals do you feel you made? acquaintances?
What kinds of cultural resources outside the academic program did you use?
- museums? theatres?
- concerts? restaurants?
- sports events? schools?
- churches? government agencies?
- social services? historical sites?
- rural life? businesses?
- industrial visits? other:

Please comment on the nature, extent, and values of these resources and what relationship they had to your educational/professional goals, if any.

V. Were you employed while overseas? If so, please indicate the nature, extent, values, and relationships of this experience to your educational/professional and personal goals, if any.

W. What was the range of your costs for room and board?
tuition and fees transportation
transportation(including international and local overseas)
books
other (please identify)
How did costs compare to those on your campus?
What, if any, financial aids did you use to help defray the costs of this program?
If you received any refunds, what were they for and how were they handled?

X. What kind of communication did you have with your home campus while you were overseas? Did you receive: the college newspaper? pre-registration materials for use when you return? what other kinds?

Y. If your program had an American Director, what was the nature of the Director's duties?. lectures/seminars to nationals? to own students? academic advising? personal advising? grading? sending transcripts? health officer? transportation arrangements? selection of participants? evaluating the program? community liaison? other (please indicate)
Is it important to have a Program Director?
Why, or why not?
Which of the following terms characterize the Director's relaships to the students? interested? perceptive? helpful? aloof? available? familiar with the host institution and locale? resourceful? effective? other (please specify)
In what ways was the Director interrelated with the host institution?
the host community?
To what extent was the Director knowledgeable about affairs of the host country? language? own country?
What further comments do you have?

Z. What kind of adjustments did you have to make when you arrived overseas?
What kind of re-entry experiences and/or problems did you have when you returned home?

IV. Summary

In general, was the program long enough? too short? too long?
At what point were you ready to return?
What were the best aspects of your experience?
What were the worst aspects?
What values have you gained?
How have your social habits changed?
How have your study habits changed?
How have your knowledge and understanding of the host country and its people changed?
How have your perceptions of the U.S. changed? (social, historical, political, image, etc.)
How have your personal, academic, or professional goals been advanced?
How would you like to share your experience with others on campus? assist in recruiting? language testing? participating in seminars? orientation programs? being a teaching assistant? working with foreign students? other (please describe)
How did your overall experience compare with your expectations?
What personal qualities do you feel participants should have?
Did you make the right decision to join the group? Would you have done as well if you stayed home? Would you recommend the program to others?
What were your parents' attitudes toward your participation?

We are most appreciative to you for completing this questionnaire. Your responses will be considered as we continued to evaluate current programs and plan others as well. If you have any further comments or suggestions, we would be pleased to have them.